

**THE ASSESSMENT OF CUSTOMER SATISFACTION  
AT HOMESCHOOLING KAK SETO SOLO  
(Empirical study on parents and high school students  
of Community Homeschooling)**

**UNDERGRADUATE THESIS**

This undergraduate thesis is submitted in partial fulfillment of the requirement  
to obtain the degree of Bachelor of Education in Faculty of Economics  
Yogyakarta State University



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YOGYAKARTA STATE UNIVERSITY  
2017**


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## VALIDATION

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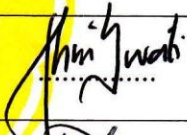

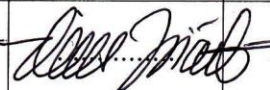
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## **MOTTO & DEDICATIONS**

### **MOTTO**

You will never know until you try.

### **DEDICATIONS**

I wholeheartedly dedicated this to:

**The Most Glorious, The Almighty, The Most Merciful, Allah SWT,**

For His guidance, blessed me with beautiful things since the beginning I write this undergraduate thesis until finally I can finish it.

**My Prophet, Muhammad saw,**

Prayers and greetings always devoted to him.

**My Beloved Parents and Family,**

for the never ending supports in every single step in finishing this undergraduate thesis with their beautiful prayers.

**My Excellent Friends,**

for supports and your kindness.

:

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**By:  
Indah Sulistian  
13803241083**

**ABSTRACT**

This research is purposed to assess the customer satisfaction at Homeschooling Kak Seto Solo.

This research is a descriptive study using survey methods. The population is the parents and students of Homeschooling Kak Seto Solo with 81 people as the samples. Data collection techniques use a disproportionate stratified random sampling. The instrument is a questionnaire to test the validity of using the product moment formula and reliability testing using Cronbach Alpha formula with a coefficient of 0.968 from the student questionnaire and from the parent questionnaire with a coefficient of 0.957. The data analysis technique is quantitative descriptive with percentage.

The results showed the level of student satisfaction with services provided by Homeschooling Kak Seto Solo is in the category of satisfied by 73.34% whereas the level of parental satisfaction in the category of strongly satisfied by 77.51%. The level of customer satisfaction based on the dimensions of empathy is in the category of strongly satisfied at 78.14%, the level of customer satisfaction based on tangible dimension is in the category of satisfied at 68.51%, the level of customer satisfaction based on the dimensions of reliability is in the category satisfied at 74.64%, the level of customer satisfaction based on the assurance dimension is in the category of strongly satisfied at 76.98%.

**Keywords:** customer satisfaction, homeschooling

**PENILAIAN KEPUASAN PELANGGAN  
DI HOMESCHOOLING KAK SETO SOLO  
(Studi Empiris pada Orang Tua dan Siswa SMA  
Program Homeschooling Komunitas)**

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**ABSTRAK**

*Penelitian ini bertujuan untuk mengetahui tingkat kepuasan pelanggan terhadap pelayanan yang diberikan oleh Homeschooling Kak Seto Solo.*

*Penelitian ini merupakan penelitian deskriptif dengan menggunakan metode survey. Populasi yang digunakan adalah orangtua dan siswa dari Homeschooling Kak Seto Solo dengan 81 orang sebagai sampel penelitian. Teknik pengambilan dengan menggunakan sampel acak berstrata disproporsi (disproportionate stratified random sampling). Instrumen yang digunakan berupa angket dengan uji validitas menggunakan rumus product moment dan uji reliabilitas menggunakan rumus Alpha Cronbach dengan koefisien angket siswa sebesar 0,968 dan koefisien angket orangtua sebesar 0,957. Analisis data yang digunakan adalah teknik deskriptif kuantitatif dengan persentase.*

*Hasil penelitian menunjukkan tingkat kepuasan siswa terhadap pelayanan yang diberikan oleh Homeschooling Kak Seto Solo berada pada kategori puas sebesar 73,34% sedangkan tingkat kepuasan orangtua berada pada kategori sangat puas sebesar 77,51%. Tingkat kepuasan pelanggan berdasarkan dimensi empathy berada pada kategori sangat memuaskan sebesar 78,14%, tingkat kepuasan pelanggan berdasarkan dimensi tangible berada pada kategori memuaskan sebesar 68,51%, tingkat kepuasan pelanggan berdasarkan dimensi reliability berada pada kategori memuaskan sebesar 74,64%, tingkat kepuasan pelanggan berdasarkan dimensi assurance berada pada kategori sangat memuaskan sebesar 76,98%.*

**Kata kunci:** *kepuasan pelanggan, homeschooling*

:



## FOREWORD

I would like to thank to Allah SWT the Almighty that has given me blessings, mercy, and guidance from the very first time I wrote this undergraduate thesis. I realize that it would have been not possible without the support of many people. Therefore, I would like to kindly thank to all of the following people:

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7. Dian Puspita, my beloved friend who facilitate me everything while I took data at the HSKS Solo.

May their kindness rewarded with the best reward by Allah SWT. Finally, researcher hopes that this undergraduate thesis will be useful for many parties.

Yogyakarta, March 22<sup>nd</sup>, 2017  
Writer,



Indah Sulistian



## CONTENTS

|   |      |
|---|------|
| ABSTRACT .....  | vi   |
| <i>ABSTRAK</i> .....                                  | vii  |
| FOREWORD .....  | viii |
| CONTENTS .....  | ix   |
| LIST OF TABLES .....                                  | xi   |
| TABLE OF FIGURES .....                                | xii  |
| LIST OF APPENDICES .....                              | xiii |
| CHAPTER I INTRODUCTION .....                          | 1    |
| A. Problem Background.....                            | 1    |
| B. Problem Identification.....                        | 6    |
| C. Problem Limitation .....                           | 6    |
| D. Problem Formulation .....                          | 7    |
| E. Research Objectives .....                          | 7    |
| F. Research Contributions .....                       | 7    |
| CHAPTER II LITERATURE REVIEW .....                    | 9    |
| A. Theoretical Review .....                           | 9    |
| B. Relevant Research.....                             | 22   |
| C. Conceptual Framework .....                         | 24   |
| D. Research Question.....                             | 27   |
| CHAPTER III RESEARCH METHODOLOGY .....                | 28   |
| A. Research Design.....                               | 28   |
| B. Time and Place of Research .....                   | 28   |
| C. Population and Sample Research .....               | 29   |
| D. Research Variable and Operational Definition ..... | 30   |
| E. Data Collection Technique.....                     | 31   |
| F. Research Instrument.....                           | 31   |
| G. Data Analysis Technique .....                      | 36   |
| CHAPTER IV RESULTS AND DESCRIPTION .....              | 37   |
| A. Description of Research Results .....              | 37   |

|   |    |
|---|----|
| B. Results .....                          | 40 |
| C. Discussion .....                       | 52 |
| D. Limitation of the Research .....       | 56 |
| CHAPTER V CONCLUSION AND SUGGESTION ..... | 57 |
| A. Conclusion .....                       | 57 |
| B. Suggestion and Recommendation .....    | 58 |
| REFERENCES.....                           | 60 |
| APPENDICES .....                          | 62 |

## LIST OF TABLES

| Table  | Page |
|--|------|
| 1. Scoring for positive & negative statement .....   | 32   |
| 2. Invalid items of student questionnaire .....  | 34   |
| 3. Invalid items of parent questionnaire .....   | 35   |
| 4. Cronbach's Alpha Meaning .....  | 36   |
| 5. The Lesson Schedule Duration .....  | 39   |
| 6. The Responsiveness Dimension Average .....  | 40   |
| 7. The Empathy Dimension Average .....   | 41   |
| 8. The Tangible Dimension Average .....  | 42   |
| 9. The Reliability Dimension Average .....   | 43   |
| 10. The Assurance Dimension Average .....  | 44   |
| 11. The Responsiveness Dimension Average .....   | 45   |
| 12. The Empathy Dimension Average .....  | 46   |
| 13. The Tangible Dimension Average .....   | 48   |
| 14. The Reliability Dimension Average .....  | 49   |
| 15. The Assurance Dimension Average .....  | 50   |
| 16. Categories of Satisfaction Level .....   | 51   |
| 17. Cross Tabulation of Total Average in Percentage of Customer<br>Satisfaction of HSKS Solo ..... | 51   |
| 18. Student Questionnaire Results .....  | 53   |
| 19. Parent Questionnaire Results .....   | 54   |
| 20. Total Average Value of Students .....  | 55   |

## TABLE OF FIGURES

| Figure  | Page |
|---|------|
| 1. Research Paradigm .....                                      | 26   |
| 2. Graphic Data of Indicators of Responsiveness Dimension ..... | 40   |
| 3. Graphic Data of Indicators of Empathy Dimension .....        | 42   |
| 4. Graphic Data of Indicators of Tangible Dimension .....       | 43   |
| 5. Graphic Data of Indicators of Reliability Dimension .....    | 44   |
| 6. Graphic Data of Indicators of Assurance Dimension .....      | 45   |
| 7. Graphic Data of Indicators of Responsiveness Dimension ..... | 46   |
| 8. Graphic Data of Indicators of Empathy Dimension .....        | 47   |
| 9. Graphic Data of Indicators of Tangible Dimension .....       | 48   |
| 10. Graphic Data of Indicators of Reliability Dimension .....   | 49   |
| 11. Graphic Data of Indicators of Assurance Dimension .....     | 50   |

## LIST OF APPENDICES

| <b>Appendix</b>  | <b>Page</b> |
|--|-------------|
| 1. List of Staffs and Employees of Homeschooling Kak Seto Solo.....  | 63          |
| 2. Schedules.....  | 64          |
| 3. List of High School Students.....                                 | 67          |
| 4. Lattice of Satisfaction Assessment for Student.....               | 69          |
| 5. Lattice of Satisfaction Assessment for Parent.....                | 71          |
| 6. Lattice of Satisfaction Assessment for Student (valid items)..... | 73          |
| 7. Lattice of Satisfaction Assessment for Parent (valid items).....  | 75          |
| 8. Questionnaire for The Students.....                               | 77          |
| 9. Questionnaire for The Students (valid questionnaire).....         | 84          |
| 10. Questionnaire for The Parents.....                               | 90          |
| 11. Questionnaire for The Parents (valid questionnaire).....         | 96          |
| 12. Validity Table from the Students Questionnaire.....              | 101         |
| 13. Validity and Reliability Value of Students Questionnaire.....    | 103         |
| 14. Validity Table from the Parents Questionnaire.....               | 106         |
| 15. Validity and Reliability Value of Parents Questionnaire.....     | 108         |
| 16. Letter of Research Permit.....                                   | 111         |

## **CHAPTER I INTRODUCTION**

### **A. Problem Background**

Education nowadays in Indonesia moves progressively dynamic, children are no longer focused on formal schooling only, but also they have another option, example homeschooling. Kho (2008: 243-244), states that the legality of homeschooling in Indonesia relies on *Undang-undang pasal 27 No. 20 tahun 2003 tentang Sistem Pendidikan Nasional*. Another regulation about homeschooling relies on *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 129 Tahun 2014 tentang Sekolahrumah*.

According to Sumardiono (2007: 4), homeschooling is a model of education in which a family chooses to be solely responsible for the education of their children and educate them about using home as a base of the education. Homeschooling is a non-formal educational system that can be an alternative solution for those who do not take formal education or dissatisfied with that. It aims to let each potential of the unique learners can be developed optimally.

Homeschooling is different from the formal education system features with several advantages and limitations. As described by Sumardiono (2007: 16), several advantages of homeschooling can be revealed such as it is customized or allowed to make an individual adjustment of education,

providing opportunities for self-reliance and individual creativity which not found in the model of public schools. It can also increase students' skill without following the standard of time as applied to the regular school. The students are more ready to be involved in society because their learning process based on daily social activities. Instead of minimizing the presence of unidentified value or socially deviant, homeschooling is relatively direct the growth and development of children values to the family's values.

Based on the researcher's interview, it found that there are some agreements and disagreements toward homeschooling. Some of the respondents said that homeschooling could set a deeper religious teaching to the children, adjust the level of children's ability, and sharpen their skills and creativity. Some others say that due to the limited capacity of parents, they feel that homeschooling is not optimal for their children's education compared to formal education held by professional teachers.

Nonetheless, there are some people choose and think that homeschooling as the good alternative school. The reason is time and homeschooling is more flexible than the regular schools. The main reasons why parents choose homeschooling for their children's education are to provide a better education at home, to having a better religion/belief, and to avoid a dangerous environment at schools (Aar, 2013).



Some people think that homeschooling is better because they compete with others who prefer to regular school by following the test of equality that consists of three exam packages namely Package A (equals to elementary school), Package B (equals to secondary level), and Package C (equals to High School). Therefore, learners do not have to worry about their education choice in homeschooling. Apparently, most people are not quite aware of the institution of homeschooling which has already widely opened in Indonesia. Based on the online survey conducted by the researcher on 24<sup>th</sup> November 2016, on the 36 respondents the aged range of 19-25 years in the Java Island related to public knowledge of homeschooling and it showed that:

1. 11.1% of respondents did not know the existence of institutions of homeschooling.
2. 47.2% of respondents did not know about homeschooling community (some students study with a tutor in the same room).
3. 58.3% of respondents believed that the quality of homeschooling system was equal with formal school education.
4. 47.2% of respondents felt that homeschooling restricts children to socialize.
5. 100% of respondents would not choose to homeschool as a primary education based for their children. That means public's trust in homeschooling is still low.

The parents also informed the researcher that the quality of education at homeschooling is relatively similar with formal education, and they chose to homeschool as an alternative non-formal education because nowadays homeschooling is already legal in Indonesia refers to *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 129 Tahun 2014 tentang Sekolahrumah* and there is even a test of equality for the homeschoolers. However, based on the survey which has mentioned above, still, there are apparently people who did not know what homeschooling is or even to put trust on it. For additional information, there are a parents that entrust their three children to take homeschooling in Kak Seto Homeschooling, but unfortunately, this kind of thing is unpopular to the public.

As a service provider in the non-formal education, the institution surely has a strategy to advance and improve their quality, so that the stakeholders of education such as the students, parents, government, and the society in general will be satisfied with their services. According to Parasuraman on Lupiyoadi & Hamdani (2006: 182), the quality of services can be measured by these five dimension; tangible, reliability, responsiveness, assurance, and empathy. Those fifth dimensions can be used to measure the customer satisfaction at an education institution—as the service provider.

Thus, in this study, the researcher tries to inform that there is an alternative education that is homeschooling which is already widely recognized in Indonesia. The researcher also tries to inform the satisfaction assessment of people who have been joining homeschooling. Extending customer satisfaction may offer a different opinion to the public. They can choose to homeschool as an alternative education. That is to say, homeschooling is undoubtedly unlike the thought of a society in general.

One of the homeschooling institutions that can be a choice of non-formal education in Indonesia is Homeschooling Kak Seto. The homeschooling was found upon initiation of Kak Seto, to fulfill the education needs of people who are cannot take the formal school. This institution has also opened branches in several cities in Indonesia, and one of the branches is in Solo, located at Jl. Cocak I, No. 04, Sidorejo, Mangkubumen Banjarsari, Central Java. The institution also has conducted the community homeschooling program.

Therefore, homeschooling organizations need to evaluate its performance to an improvement of quality for a better future. Because education is a valuable investment for an extended period, then the improvement in education must continue to be performed. One of the improvements is to conduct an assessment of stakeholder satisfaction toward

homeschooling institution to convince society at the service of homeschooling itself.

Referring to the background's issue, the researcher finds it necessary to conduct a research entitled "The Assessment of Customer Satisfaction at Homeschooling Kak Seto Solo".

## **B. Problem Identification**

According to the background of the study, it can be identified the existing problems as follows:

1. Satisfaction assessment services of Homeschooling Kak Seto Solo still unknown.
2. There were still people who did not know the homeschooling existence.
3. Knowledge of society towards homeschooling community schools is still weak.
4. The negative perception of society towards homeschooling still encountered.
5. Public trust in the homeschooling is still small.

## **C. Problem Limitation**

According to the problem background and the problem identification, the aim of this research is to assess the customer satisfaction at Homeschooling Kak Seto Solo of the Community Program.

#### **D. Problem Formulation**

Based on the the problem limitation above, the issue is: “How is the assessment of customer satisfaction at Homeschooling Kak Seto Solo measured by the responsiveness dimension, empathy dimension, tangible dimension, reliability dimension, and assurance dimension?”

#### **E. Research Objectives**

Following the problem formulation, the purpose of this research is to know the assessment of customer satisfaction at Homeschooling Kak Seto Solo.

#### **F. Research Contributions**

##### **1. Theoretical Contribution**

This research is expected to increase knowledge and taken into consideration for further research on stakeholder satisfaction assessment (especially parents and students achievement).

##### **2. Applied Contributions**

###### **a. For Researcher**

This research is expected to increase knowledge about non-formal education sector which has gained in college.

b. For Readers

Readers can be able to know the satisfaction assessment of Homeschooling Kak Seto Solo.

c. For Homeschooling Kak Seto Solo

The result of this research can also be considered and as a suggestion for managers of Homeschooling Kak Seto Solo in improving management of the institution so it can provide the best services that satisfy parents and students.

## **CHAPTER II LITERATURE REVIEW**

### **A. Theoretical Review**

#### **1. Customer Satisfaction**

##### **a. The Definition of Customer Satisfaction**

Satisfaction is a happy or disappointed feeling of someone that arises from comparing the perceived product's performance with their expectation (Kotler & Keller, 2008: 138-139). Daryanto & Setyabudi (2014: 37) explain that if the performance/service received pursuant to or more than expected, then the client will be satisfied, otherwise if the performance/services received did not match with what was expected, then the client will be dissatisfied and disappointed. According to Zeithaml & Bitner (2004: 86), satisfaction is the customer's evaluation of a product or service in terms of whether that product or service has met their needs and expectation.

It can be concluded that when someone's expectation was fulfilled, then someone will feel satisfied, but if the expectation was not fulfilled, someone might feel dissatisfied.



b. The benefit of understanding customer satisfaction

According to Tjiptono & Chandra (2005: 140), the benefits from customer satisfaction presence are as follows:

- 1) The mutually beneficial long term relationship could be intertwined between the institution and its customer.
- 2) Allowing the opportunity for business growth through repeated purchases, cross-selling, and up-selling.
- 3) Customer loyalty can be formed.
- 4) Communication of positive testimony that could potentially attract new customers.
- 5) Customer and the public perception of the company's reputation are getting positive.
- 6) The obtained profit may increase.

A service industry can use customer satisfaction in increasing its quality. After the customer satisfaction known, the institution can make the positive opportunities that gained from the customer satisfaction in order to get a better performance of the institution in the future.

c. The Customer Satisfaction Measurement

Nasution (2001: 55) states that there are four ways to measure the customer satisfaction, they are (1) the system of complaints and suggestions, (2) ghost shopping, (3) lost customer analysis, (4) customer satisfaction survey. In this research the researcher will use the customer satisfaction survey because it can obtain direct responses or feedbacks from both students and parents as stakeholders of Homeschooling Kak Seto Solo.

## **2. Customer Satisfaction in Educational Institution**

As it is known that the educational institution is an activity that serves consumers, such as students, parents and also the general public who called with stakeholders. Educational institution is essentially aimed at providing services to those stakeholders. In fact, the party served to look gain satisfaction from the services performance, because they already pay a fairly expensive to the institution. This research only use students and parents as the stakeholders because they are the most often directly associated with the school.

With a marketing technique that is applied in education, it will be created a cultural preserve and enhance quality in each step of the learning that will be taken, so that the educational process is provided by needs and create customer satisfaction will deliver an educational institutions in a better image. As well as allowing an increase in interest in education, it is also allowing new customer—students and parents—to join to the institution so that the organization's revenues be increased as well (Alma, 2008: 30-31).

## **3. Services**

Etymologically, Cambridge Dictionary described services as the act of dealing with customers in a shop, restaurant, or hotel by taking their orders, showing or selling them goods, etc. Service is the activities offered to customers, which are intangible and cannot be owned

(Daryanto & Setyabudi, 2014). The characteristics of service according to Norman in Daryanto & Setyabudi (2014: 107) are mentioned as follows:

- a. Services are not able to be touched; service has a very contrary in character with the goods.
- b. Service is in fact made up of concrete actions and influences the nature of the social action.
- c. Production and consumption activities in service cannot be separated, because occur in the same time and the same place.

As for the service definition, service is the benefits, or the satisfaction of being offered for sale (Tjiptono, 2012: 15). Zeithaml & Bitner (2004: 3) define service in the simple terms as services are deeds, processes, and performances. Compatible with the simple definition, they are also defining service in the broad definition:

“Include all economic activities whose output is not a physical product or construction, is generally consumed at the time it is produced, and provides added value in forms (such as convenience, amusement, timeliness, comfort, or health) that are essentially intangible concerns of its purchaser.”

Education in the context of industry or service is included in the service industry. According to Nasution (2001: 62), service has four main characteristics as follows:

- a. Intangibility  
The characteristic of intangible services means services cannot be seen, tasted, felt, heard, or smelled before being purchased.
- b. Inseparability  
Services inseparability means that the services cannot be separated from its provider.

- c. Variability  
Variability of services means that the quality of services depending on who is providing the service, besides the time, place, and how it is provided.
- d. Perishability  
The service is perishability means that services cannot be stored for sale or used later.

According to Sallis (2010: 63), there are several important differences between the granting of services and creation of goods:

- a. The service usually includes a direct connection between the provider and the consumer.
- b. Service should be given timely, because the services used or consumed in the right at the time the service is rendered, then the control over the quality of service will always come later.
- c. Different with a product, a service cannot be patched or repaired. Then, the most important thing is that the service standards are to be 'always good since the beginning.'
- d. Services are always dealing with uncertainty.
- e. Service normally provided directly to customers by the junior workers.
- f. The difficulty in measure the level of success and productivity in services. The only indicator of achievement that is important in the service is customer satisfaction.

However, the researcher assumes that a service can be repaired, because in improving the quality of both products and services sure there will be some improvement. It does not matter about the first condition, but the process to improve the quality of services will further strengthen the reputation of the institution.

According to Parasuraman on Lupiyoadi & Hamdani (2006: 182), there are five dimensions of quality of services described as follows:

- 1) Tangible, it is the company's ability to show its existence to the external.

- 2) Reliability, which is the company's ability to provide by the promised accurately and reliably.
- 3) Responsiveness, it is a policy to assist and provide fast service and directly to customers, by delivering information clearly.
- 4) Assurance, which is knowledge, politeness, and the ability of the employees of companies to foster a sense of trust in the customer.
- 5) Empathy, it gives a sincere attention and individually or personally that given to the customers by trying to understand the desire of the customer.

Those fifth dimensions can be used to measure customer satisfaction (in this case is the parents and students) of services (homeschooling institution).

#### **4. Homeschooling**

##### **a. The Definition of Homeschooling**

Vahid & Vahid (2008: 8) define homeschooling as follows:

Homeschooling is an educational approach wherein children obtain much, most, or all of their education at home, typically with extensive parental involvement. The term is in contrast to what people usually think of schooling, which is classroom-based schooling.

In the previous chapter, to Sumardiono (2007: 4), homeschooling is a model of education where a family chooses to be solely responsible for education of their children and educate their children by using a home as a base of the education. Besides, Hanaco (2012: 5) says that homeschooling can simply be explained as a model for home-based education, with parents as an active person in charge as well as a focus on the interests and needs of their children.

## b. The Reasons to Choose Homeschooling

Sumardiono (2007: 86), elucidates some of the reasons why parents choose homeschooling for their children as follows:

The main reasons people choose homeschooling is not satisfied with the public school model and want to provide quality education to children. Also, there are people who chose to homeschool because there are special needs children; e.g., autism, child-focused, talented.

Another reason is explained by Hanaco (2012, p. 38) which is always echoed, that there are three main reasons why parents choose homeschooling:

1. The difficulty of selecting the right school
  - a. The school is too expensive
  - b. School and teachers are considered not qualified
  - c. Too much homework
  - d. Incompatibility of values espoused
  - e. The environment is not conducive
  - f. Time study is too long
2. The other problem outside of school
  - a. The family often moved
  - b. Families often travel
  - c. The child has special needs
  - d. The child has special talents
  - e. Bonding within the family
  - f. Want a better education
3. Homeschooling as an alternative
  - a. Education as the desired
  - b. Flexibility
  - c. Learning from the curiosity
  - d. Independent
  - e. Identify potential opportunity

However, every person has a right to choose and be responsible for their educational path with every reason they have. Education might be the most importance thing in someone's life, but it might not to someone else. In the end, every person expected to get better life from the present day and education is one of the ways to bring that into reality.

c. Homeschooling in Indonesia

1) Legality

Homeschooling in Indonesia is legal; it refers to *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 129 Tahun 2014 tentang Sekolahrumah*. As mentioned on that regulation *pasal 1 ayat (4)*, the definition of homeschooling is:

*“Sekolahrumah adalah proses layanan pendidikan yang secara sadar dan terencana dilakukan oleh orangtua/keluarga di rumah atau tempat-tempat lain dalam bentuk tunggal, majemuk, dan komunitas dimana proses pembelajaran dapat berlangsung dalam suasana yang kondusif dengan tujuan agar setiap potensi peserta didik yang unik dapat berkembang secara maksimal.”*

The government has set for the implementation of homeschooling in Indonesia

2) Models of Homeschooling

*Departemen Pendidikan Nasional (Depdiknas)* Indonesia had been launched a hand book on 2007 about homeschooling entitled



*Komunitas Sekolahrumah sebagai Satuan Pendidikan Kesetaraan.* The hand book strengthened the statement that homeschooling is also supported by the government. It contains the rule and format of homeschooling conducted in Indonesia. Sumardiono (2007: 62) says that Indonesia has been implemented three main models of homeschooling:

a) Single Homeschooling

Single homeschooling formatted parents as the main role of the teacher. Parents are responsible for all educational activities from planning, implementing, evaluating, administrating, even provide educational facilities for the child. According to *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 129 Tahun 2014 tentang Sekolahrumah pasal 1 ayat (5)*, Single Homeschooling defined as:

*“...layanan pendidikan berbasis keluarga yang dilaksanakan oleh orang tua dalam satu keluarga untuk peserta didik dan tidak bergabung dengan keluarga lain yang menerapkan sekolahrumah tunggal lainnya.”*

Single homeschooling needs commitment and having high complexity because parents are taking all the responsibilities for the child, besides, parents still having all the initiatives for the format.

b) Compound Homeschooling

While single homeschooling conducted by a single family, compound homeschooling is conducted by two or more families and grouped in the same place for conducting the educational activities together. The statement reinforced by *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 129 Tahun 2014 tentang Sekolahrumah pasal 1 ayat (6)*,

Compound Homeschooling defined as:

*“...layanan pendidikan berbasis lingkungan yang diselenggarakan oleh orang tua dari 2 (dua) atau lebih keluarga lain dengan melakukan 1 (satu) atau lebih kegiatan pembelajaran bersama dan kegiatan pembelajaran inti tetap dilaksanakan dalam keluarga.”*

This format gives the possibilities to the families to sharing their ideas, experiences, and resources from each family. On the other side, the biggest challenge in this format is finding the meeting point and compromise to conduct the activity.

c) Community Homeschooling

Community homeschooling is conducting the learning process different with single and compound homeschooling, this model is conducted by parental commitment and community with a certain ratio. According to *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 129 Tahun 2014*

tentang Sekolahrumah pasal 1 ayat (7), Community homeschooling defined as:

*“...kelompok belajar berbasis gabungan sekolahrumah majemuk yang menyelenggarakan pembelajaran bersama berdasarkan silabus, fasilitas belajar, waktu pembelajaran, dan bahan ajar yang disusun bersama oleh sekolahrumah majemuk bagi anak-anak Sekolahrumah, termasuk menentukan beberapa kegiatan pembelajaran yang meliputi olahraga, musik/seni, bahasa dan lainnya.”*

According to the handbook, this model was carried out with consideration to make a more complete structure that is in line with specific quality standards without losing the identity that is built in families and communities.

Permit legal entity that houses the existence and the concern of schools are *Pusat Kegiatan Belajar Masyarakat (PKBM)*, a Limited Liability Company, an Institute, and a community of homeschoolers.

### 3) Statistics

As mentioned above, there were some of the homeschooling program that has been conducted in Indonesia. Accord with that statement, the website of Ministry of Education and Culture Republic of Indonesia (2015) mentioned that in one of Homeschooling Association in Indonesia called Asahpena (*Asosiasi Sekolah Rumah dan Pendidikan Alternatif*) has been

registered about 200 community homeschooling about 11.000 citizens of school age children.

In another Homeschooling Community called Homeschooling Primagama (HSPG), there were registered about 1.500 students from 23 branches of HSPG. Arif Handono as the director of HSPG said on the website that the number of homeschooler is increasing from the previous years.

## **5. Parents and Students as the Stakeholder**

The growth of a child is not separated from the role of parents. As well as in terms of education, the parents decide what kind of education will be taken for the first time by his/her child, deciding whether public or private school, formal or non-formal school because parents are fully responsible for that. Parents play a role in providing educational costs for the children, and then the child is using the facilities and infrastructure as the feedback from the tuition fees. Therefore, both parents, as well as students are the stakeholders of the service of an educational institution.

Gaffar (2008: 187) defines the customers in education as the constituent, or in the language of the dictionary can be interpreted as an important element in a given constituency. This is because the constituencies are better and more clearly illustrate the various relationships that exist in an organization that is engaged in educational services such as relationships with students, parents, and teachers, the

board of trustees, prospective students, or alumni. On the other opinion according to Sallis (2010: 68), he uses the term customer in education related to stakeholders and categorizes the customer terms into three types, namely:

- a. The primary customers, which is the student who directly receive services of the institution.
- b. The secondary customers, such as parent, government, or sponsors who have a direct interest in individuals and institutions.
- c. The third customers, which is customers who have an important role although not directly connected, such as the government and the community as a whole.

As already mentioned in point (a) that the student is the primary customers, please note that each student is different between one and another; they have learning style of each by its tendency. Homeschooling learning systems that are more relaxed and flexible became one of the institution's efforts in providing some models of teaching and learning towards the student. Thus, they can choose the chance to achieve success in each of its full potentials.

If the quality of service in a company is determined by the customer, then the quality of service in an educational institution is determined by the parents — as people who finance their children's education, and the students who enjoy and feel the facilities of the institution as

the reciprocal of the fees that have been paid by their parents. The stakeholders that used in this research are the student and the parents because based on priority among other stakeholders, they are the most often directly associated with the school. So the researcher think that it will show a more concrete customer satisfaction data.

## **B. Relevant Research**

1. Albert Cheng (2016) in his research entitled “Homeschool Parents and Satisfaction with Special Education Services.” The result of his research was that homeschooling parents report higher levels of satisfaction with special education services than parents who send their students with disabilities to a traditional public, charter, and Catholic schools. The similarity of the research conducted by Cheng is equally about homeschooling satisfaction topic. The differences are the object research, the method that used to assess the satisfaction level of the objects and the type of homeschooling. The research conducted by Cheng was focused on homeschooling for disabilities students while this research is focused on community homeschooling.
2. Angie Marie Delaney (2014) in her research entitled “Perspectives of Parents of Students with Disabilities toward Public and Homeschool Learning Environments”. The result of her research was that one parent should not judge another’s choice in the school environment because some

parents feel that they are meeting the needs of their children at public schools while another parent feels that they are meeting the needs of their children at homeschooling. The research that had conducted by her has the similarity with this research on the valuating satisfaction of homeschooling, and the topic about hybrid homeschooling which is in this research named as community homeschooling. The difference is on the research object. On her research, she focused on putting perspective from parents who are homeschooling their children with disability, parents who have decided to enroll their child in the public school system after previously homeschooling, and parents who may have or never have considered homeschooling their child but instead chose to have their child attend a public school. This research focused on the parents and high school student of Community Homeschooling program.

3. Tito Radina Hartono (2014) in his research entitled "*Tingkat Kepuasan Orang Tua Siswa terhadap Kualitas Jasa Pelayanan Sekolah Bulutangkis Seruling Mas di Banjarnegara Tahun 2014*". The result of his research was less satisfactory, with most frequency considerations with 16 people chose the category less satisfactory or in a percentage of 45,71%. The similarity of the research conducted by Tito Radina is equally examining the satisfaction of an educational institution, whereas the difference is in the time and place of research, as well as on the population



and sample the research, the research includes students as part of the population and sample research.

### **C. Conceptual Framework**

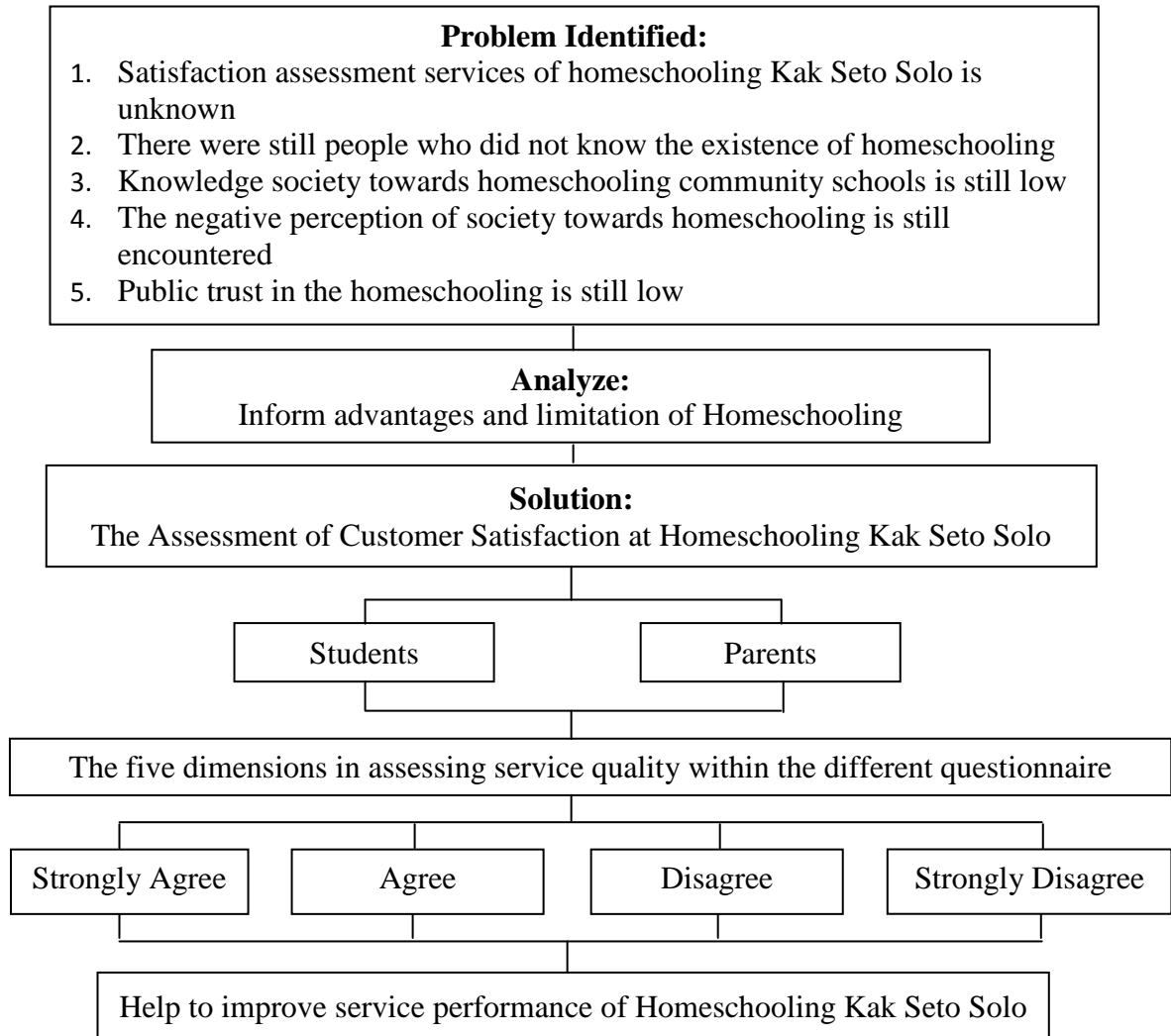
Homeschooling institution is a non-formal educational institution, in fact, which did not receive aid funds from the government, but its operational costs obtained from self-help funds (parents). Educational institutions in fact aim at giving service to stakeholders such as students, parents, the general public as well as indirectly to the government. Stakeholders such as student and sometimes parents surely would like to obtain the best service from the institution, so that stakeholders would feel satisfied. Students want to obtain satisfaction because the main goal is to acquire students educational services while parents want the satisfaction of having already pay tuition fees to the institution.

Assessment of stakeholders on the quality of service institutions can be seen from the physical amenities, facilities, friendliness or nonphysical quality educators and employees, the cost of education and the achievements of student learning itself. After the researcher did an online survey about homeschooling, many of respondent are still reluctant to send her child in homeschooling, they think that homeschooling restricting children to socialize, and contended that the quality of education in homeschooling can be equated with the regular education, although there is already an

equivalency test from the government. In fact, not everyone can be educated in a formal path; there are particular circumstances that require someone to take homeschooling as a way of education.

From the above problems, the researcher thought it is necessary to know the satisfaction assessment service of homeschooling by parents and students. To get the data, the researcher will conduct a survey of parents and students related to their satisfaction. Students and parents who are satisfied with the services of Homeschooling Kak Seto Solo will more trust the institution. If they also tell the goodness and quality of the service of an institution to others, they might open up the opportunity to seek the help of funds from donors.

The framework in this research can be described as follows:



**Figure 1. Research Paradigm**

#### **D. Research Question**

Based on the problem formulation, literature review, and the conceptual framework above, the research question can be determined in this research is: “How is the customer satisfaction of Homeschooling Kak Seto Solo towards service measure by the dimension of responsiveness, empathy, reliability, tangibles, and assurance?”

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. Research Design**

Type of this research is descriptive with quantitative approach. Arikunto (2013: 234) on his book mentioned the definition of descriptive research as research that is conducted to collect information about status or phenomenon, that is a phenomenon as it is at the time of examination. As for the quantitative approach according to Sugiyono (2013: 13) is research that the research's data in the form of numbers and its analysis using statistics. A descriptive method in this research is used to interpret the data obtained by the quantitative approach of question form which has been disseminated and processed by using statistics analysis. The study results are interpreted by using charts percentage.

##### **B. Time and Place of Research**

This research had conducted at Homeschooling Kak Seto Solo that addressed at Jl. Cocak I, No. 04, Sidorejo, Mangkubumen Banjarsari, Jawa Tengah on December 2016 until February 2017.

### C. Population and Sample Research

The population in this research is all the parents and students of Homeschooling Kak Seto Solo on the academic year of 2016/2017 amounted to 102 people. As for the sample of this study is calculated using the following Slovin formula:

$$n = \frac{N}{1 + Ne^2}$$

Description:

n = the number of sample

N = the number of population

e = precision value 95% or significance value 0,05.

Source: Prasetyo & Jannah: (2008: 137)

With a total population of 102 people, then the number of samples used is:

$$n = \frac{102}{1 + 102(0,05)^2}$$

$$n = 81.2$$

n = 81 people consisting of students and parents.

The researcher selects parents and students as the subject of this study with a consideration that they are the customers that most closely related to the institution. Parents come to Homeschooling Kak Seto Solo more often than the other secondary customer, while the student is the consumer who directly enjoys the services from Homeschooling Kak Seto Solo.

Homeschooling Kak Seto Solo itself provides educational services to all levels of education from Elementary level to Senior High School. The

researcher restricted the student only for Senior High School of Community Program as the subject of this study based on psychological reason. As an adolescent, 15-17-year olds can put their opinion, having critical thinking, and making decisions. Compared with children, young teens are more likely to generate different options, examine a situation from a variety of perspectives, anticipate the consequences of decisions, and consider the credibility of sources (Santrock, 2011: 373). Santrock mentions that also in that age, they have cognitive changes that allow improved critical thinking include considering alternatives, and cognitive monitoring. Based on that explanation, they can fill out the question form with a proper consideration.

#### **D. Research Variable and Operational Definition**

The variable in this research is customer satisfaction. Customer satisfaction is a customer feeling after received a performance compared to performance that they have expected. The parents and students do the assessment of customer satisfaction in this research.

Mohammad Ali (2007: 341) said that the community and parents hoped that their children receive a quality education in order to compete in obtaining a variety of opportunities, both in gaining jobs and in living the life—as the student of Homeschooling Kak Seto Solo. The student expected that school

can fulfill their needs in education such as insights, life lessons and nice services from the employees.

The satisfaction will be retrieved when the needs, desires and expectations of the students and the parents achieved through the services provided by HSKS Solo. On the contrary, when the institution fails the needs, desires, and expectations of the students and the parents, then both of them will feel unsatisfied or even disappointed. The survey measures the customer satisfaction through the questionnaire consists of five dimensions of service characteristics.

#### **E. Data Collection Technique**

The data collection technique of this research is a questionnaire. The questionnaire consists of several question filled for parents as well as students related to the services provided by Homeschooling Kak Seto Solo. As for the sampling techniques will be used disproportionate stratified random sampling technique.

#### **F. Research Instrument**

Research instrument is a tool used by the researcher in collecting data to facilitate and get better data results. The instrument that will employ in this study is the closed questionnaire. According to Sugiyono (2013: 201),



closed questionnaire is a questionnaire that contains questions which expect a short answer or expect the respondents to choose one alternative answer to every question that provided.

#### 1. Instrument to be used

In this research, the researcher used try out applied because of the limitation of the respondents. Hadi (2000: 50) said that in the applied try out, the result of the trial is directly used to test hypotheses of the study and of course the data used to be analyzed the valid points only.

Assessment of satisfaction taken by using the enclosed questionnaire consisting of several positive statements and negative statements by using four alternatives result from a modified scale of Likert with the following option categories:

SS = *sangat setuju*  
 S = *setuju*  
 TS = *tidak setuju*  
 STS = *sangat tidak setuju*

The purposes of quantitative analysis, the answer was given a score as follows:

Table 1. Scoring for Positive & Negative Statement

| Answers<br>Categories      | Scores             |                    |
|----------------------------|--------------------|--------------------|
|                            | Positive Statement | Negative Statement |
| <i>Sangat Setuju</i>       | 4                  | 1                  |
| <i>Setuju</i>              | 3                  | 2                  |
| <i>Tidak Setuju</i>        | 2                  | 3                  |
| <i>Sangat Tidak Setuju</i> | 1                  | 4                  |

Source: Sugiyono (2013: 135)

## 2. Lattice of Satisfaction Assessment

As for the lattice satisfaction assessment is attached in this undergraduate thesis, it consists of Lattice of Satisfaction Assessment for Student (Appendix 4) and Lattice of Satisfaction Assessment for Parent (Appendix 5).

## 3. Validity Test

According to Sugiyono (2013: 172), a research result could be clarified as a valid when there are similarities between the data collected with the real data that occurs on the examined object. Also, according to Arikunto (2013: 211), validity is a measure that shows the levels of an instrument's validity. As to knowing the validity of the instrument in this research, the researcher uses Pearson correlation product moment method by using SPSS (Statistical Package for the Social Sciences) software. The validity test of the result of questionnaire are from 91 items of student questionnaire, 15 items are invalid, and from 89 items of parent questionnaire, 9 items are invalid. The invalid items are described below:

Table 2. Invalid Items of Student Questionnaire

| No | Item Number | Correlation Coefficient (r) | r-Table | Description |
|----|-------------|-----------------------------|---------|-------------|
| 1  | 4           | 0.127                       | 0.349   | Invalid     |
| 2  | 5           | 0.252                       |         | Invalid     |
| 3  | 7           | 0.319                       |         | Invalid     |
| 4  | 8           | 0.297                       |         | Invalid     |
| 5  | 10          | -0.347                      |         | Invalid     |
| 6  | 14          | 0.240                       |         | Invalid     |
| 7  | 36          | 0.293                       |         | Invalid     |
| 8  | 38          | -0.076                      |         | Invalid     |
| 9  | 42          | 0.159                       |         | Invalid     |
| 10 | 43          | 0.145                       |         | Invalid     |
| 11 | 59          | 0.129                       |         | Invalid     |
| 12 | 68          | -0.024                      |         | Invalid     |
| 13 | 79          | -0.209                      |         | Invalid     |
| 14 | 80          | 0.299                       |         | Invalid     |
| 15 | 90          | 0.137                       |         | Invalid     |

(Source: primary data)

The table shows the invalid items score based on the r-Table given score. Based on Product Moment r-Table value on Sugiyono (2013: 455), the respondent consists of 32 persons with 95% of confidence level, so the given score of r-Table is 0.349. An item of the student questionnaire could be defined as a valid item if the correlation coefficient number is equal or more than 0.349 and less than 1.

Table 3. Invalid Items of Parent Questionnaire

| No | Item Number | Correlation Coefficient (r) | r-Table | Description |
|----|-------------|-----------------------------|---------|-------------|
| 1  | 19          | 0.151                       | 0.279   | Invalid     |
| 2  | 41          | 0.128                       |         | Invalid     |
| 3  | 44          | 0.233                       |         | Invalid     |
| 4  | 47          | 0.062                       |         | Invalid     |
| 5  | 58          | 0.266                       |         | Invalid     |
| 6  | 61          | 0.108                       |         | Invalid     |
| 7  | 64          | 0.182                       |         | Invalid     |
| 8  | 65          | 0.275                       |         | Invalid     |
| 9  | 84          | 0.180                       |         | Invalid     |

(Source: primary data)

The table shows the invalid items score based on the r-Table given score. Based on Product Moment Table value on Sugiyono (2013: 455), if the respondent consists of 50 persons, and the researcher using a 95% confidence level, then the given score of r-Table is 0.279. An item of the student questionnaire could be defined as a valid item if the correlation coefficient number is equal or more than 0.279 and less than 1.

#### 4. Reliability Test

According to Sugiyono (2013: 172), an instrument is reliable when it used by several times for the same object, the measurement will generate the same data. Following with the previous explanation, Arikunto (2013: 211), also said that a reliable instrument is a good instrument so that be able to express the trusted data. To test the

reliability of the instrument in this research, the researcher will use Cronbach Alpha method with SPSS software.

Table 4. Cronbach's Alpha Meaning

| <b>Cronbach's Alpha</b> | <b>Meaning</b>  |
|-------------------------|-----------------|
| 0,00 – 0,19             | Very Unreliable |
| 0,20 – 0,39             | Unreliable      |
| 0,40 – 0,69             | Moderate        |
| 0,70 – 0,89             | Reliable        |
| 0,90 – 1,00             | Very Unreliable |

(Source: Martono, 2015: 8)

Based on the software calculation by using Cronbach Alpha method, the reliability value of the questionnaire for student is 0.968 and for parent is 0.957; both questionnaires are interpreted as excellently reliable.

#### **G. Data Analysis Technique**

Data analysis technique of this research is quantitative descriptive such as frequency table and graphics. This technique can show the research data clearly by classifying them based on the answers obtained from the questionnaire and converted into data numeral, so the readers will not misinterpret the result data of this research.

## **CHAPTER IV RESULTS AND DESCRIPTION**

### **A. Description of Research Results**

#### **1. Profile of Homeschooling Kak Seto Solo**

Homeschooling Kak Seto Solo is one of Homeschooling Kak Seto branch. It is an educational institution that was established to offer alternative solutions for children who are less suited to the formal education system.

##### **a. Philosophy**

To fulfill its vision and missions, Homeschooling Kak Seto has a simple philosophy “Learning can be done anytime, anywhere, and with anyone”.

##### **b. Vision**

As for the vision shared by Homeschooling Kak Seto that is as one of the qualified institutions, provides education programs that are child-friendly and creative, so that learners can become an excellent human resource and has a strong character as the potential leader of a nation in the future.

##### **c. Mission**

Homeschooling Kak Seto Solo has five missions:

- 1) To create a child-friendly learning environment, conducive and enjoyable for students according to the needs, learning styles, strengths and the limitations of the students.
- 2) To help students to discover and develop talents and interests optimally.
- 3) To shape the students into lifelong learners who have high social concern and strong character.
- 4) To facilitate learners to relate the lesson learned with the reality.
- 5) To help overcome various limitations of students of with personal approach.

d. The Curriculum

The curriculum of Homeschooling Kak Seto (HSKS) Solo refers to the regulation of *Menteri Pendidikan Nasional No 23 Tahun 2006 tentang Standar Kompetensi Lulusan*. Besides, HSKS implementing *Kurikulum Tingkat Satuan Pendidikan*, and both of the references is arranged and delivered by the tutors.

e. Education Programs

Homeschooling Kak Seto Solo has conducted two learning programs:

- 1) Community Program is a learning process where homeschoolers gathered in a classroom to learn together at the same time to socialize with friends. In community program, learning schedule is set by the tutorial team.

- 2) Distance Learning Program is a process of learning which homeschooler learn at home using a module and parent plays a significant role as educators. In the Distance Learning, the schedule arranged according to an agreement between homeschoolers and parents.

2. Tutors and Staff Employees

Homeschooling Kak Seto Solo has 19 persons of a total number of teachers and 15 persons of staff employees (non-tutor).

3. Daily Activities

The institution is conducted an education program for elementary until senior high school level. The table presented below is the duration of the lesson for each level:

Table 5. The Lesson Schedule Duration

| Day               | Elementary School | Junior High School | Senior High School |
|-------------------|-------------------|--------------------|--------------------|
| Monday – Thursday | 07.30 – 11.50     | 07.30 – 11.40      | 07.30 – 11.45      |
| Friday            | 07.30 – 11.15     | 07.30 – 09.40      | 07.30 – 11.00      |

(Source: primary data)

The institution only conducted a class for community homeschooling from Monday to Friday, Saturday and Sunday are the holidays.



## B. Results

Data presented below are the data calculation from 32 valid questionnaires from the student and 50 valid questionnaires from the parents, the indicators of each dimension can be seen on Appendix 6 (Lattice of Satisfaction Assessment for Student) and Appendix 7 (Lattice of Satisfaction Assessment for Parent). Data presented on table frequency and graphics based on the indicators of each dimensions:

### 1. Students

#### a) The Assessment of Responsiveness Dimension

Table 6. The Responsiveness Dimension Average

| Score Categories                | Frequency   | Percentage    |
|---------------------------------|-------------|---------------|
| 1                               | 6           | 2%            |
| 2                               | 24          | 9%            |
| 3                               | 162         | 64%           |
| 4                               | 64          | 24%           |
| <b>Total</b>                    | <b>256</b>  | <b>100%</b>   |
| <b><math>\Sigma</math> Mean</b> | <b>3.11</b> | <b>77.73%</b> |

(Source: primary data)

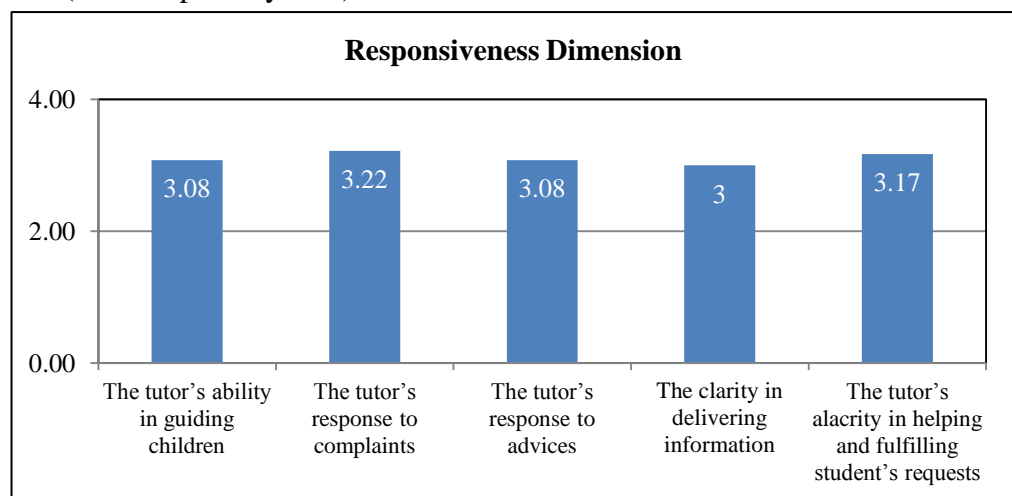


Figure 2. Graphic Data of Indicators of Responsiveness Dimension

Based on the responsiveness dimension performance score, the highest score is the category that has a rating of 3 with 64% in percentage, and the lowest score is the category that has a score of 1 with only 2% in rate. The histogram shows that the highest point on this dimension was The Tutor's Response to Complaints; it got scored 3.22 out of 4. The lowest point was on The Clarity in Delivering Information, it got scored 3 out of 4.

b) The Assessment of Empathy Dimension

Table 7. The Empathy Dimension Average

| <b>Score Categories</b>         | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------------|------------------|-------------------|
| 1                               | 13               | 2%                |
| 2                               | 78               | 12%               |
| 3                               | 400              | 67%               |
| 4                               | 117              | 19%               |
| <b>Total</b>                    | <b>608</b>       | <b>100%</b>       |
| <b><math>\Sigma</math> Mean</b> | <b>3.04</b>      | <b>75.96%</b>     |

(Source: primary data)

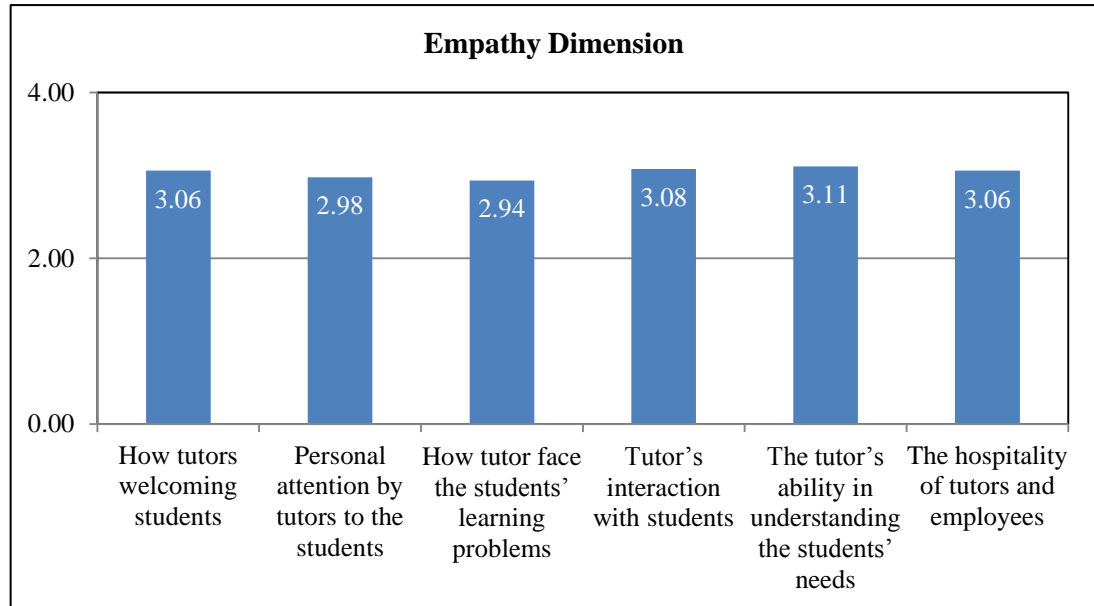


Figure 3. Graphic Data of Indicators of Empathy Dimension

Based on the empathy dimension performance score, the highest score is the category that has a score of 3, and the lowest score is the category that has a rating of 1. The histogram shows that the highest point on this dimension was The Tutor's Ability in Understanding the Students' Needs with 3.11 points out of 4. The lowest point was How Tutor Face the Students' Learning Problems with 2.94 points.

c) The Assessment of Tangible Dimension

Table 8. The Tangible Dimension Average

| Score Categories                | Frequency   | Percentage    |
|---------------------------------|-------------|---------------|
| 1                               | 19          | 8%            |
| 2                               | 60          | 24%           |
| 3                               | 128         | 61%           |
| 4                               | 17          | 7%            |
| <b>Total</b>                    | <b>224</b>  | <b>100%</b>   |
| <b><math>\Sigma</math> Mean</b> | <b>2.67</b> | <b>66.73%</b> |

(Source: primary data)

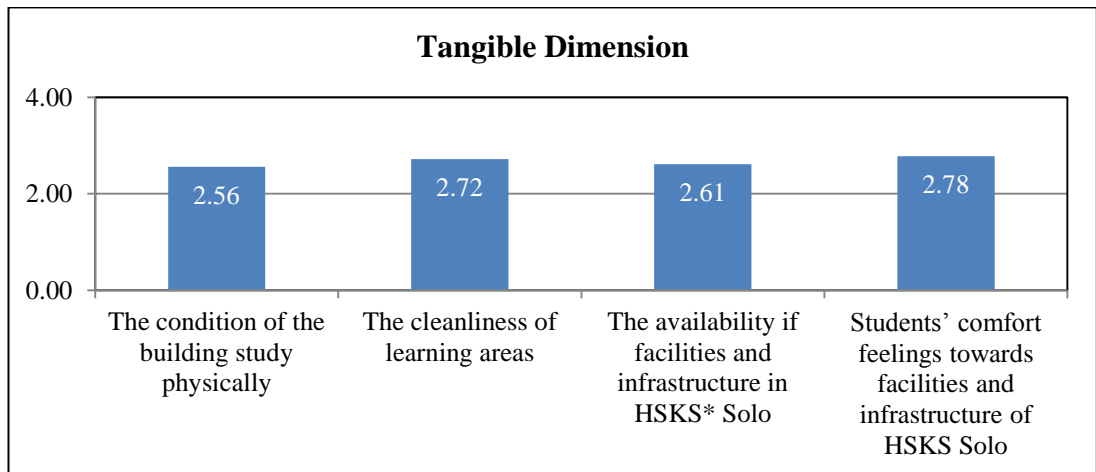


Figure 4. Graphic Data of Indicators of Tangible Dimension

Based on the tangible dimension performance score, the highest score is the category that has a score of 3, and the lowest score is the category that has a rating of 4. The histogram shows that the highest point on this dimension was the Students' Comfort Feelings towards Facilities and Infrastructure of HSKS Solo with 2.78 points. The lowest point was The Condition of The Building Study Physically with 2.56 points out of 4.

d) The Assessment of Reliability Dimension

Table 9. The Reliability Dimension Average

| Score Categories                | Frequency   | Percentage    |
|---------------------------------|-------------|---------------|
| 1                               | 21          | 2%            |
| 2                               | 164         | 18%           |
| 3                               | 576         | 67%           |
| 4                               | 103         | 12%           |
| <b>Total</b>                    | <b>864</b>  | <b>100%</b>   |
| <b><math>\Sigma</math> Mean</b> | <b>2.90</b> | <b>72.50%</b> |

(Source: primary data)

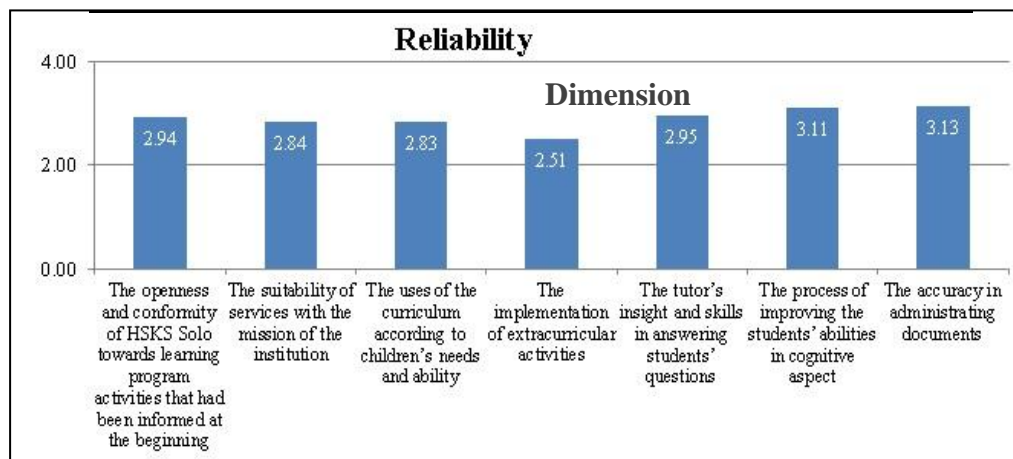


Figure 5. Graphic Data of Indicators of Reliability Dimension

Based on the reliability dimension performance score, the highest score is the category that has a score of 3, and the lowest score is the category that has a rating of 1. The histogram shows that the highest point on this dimension was The Accuracy in Adminstrating Documents with 3.13 points. The lowest point was The Implementation of Extracurricular Activities with 2.51 points out of 4.

e) The Assessment of Assurance Dimension

Table 10. The Assurance Dimension Average

| Score Categories                | Frequency   | Percentage    |
|---------------------------------|-------------|---------------|
| 1                               | 3           | 1%            |
| 2                               | 51          | 15%           |
| 3                               | 363         | 72%           |
| 4                               | 63          | 12%           |
| <b>Total</b>                    | <b>480</b>  | <b>100%</b>   |
| <b><math>\Sigma</math> Mean</b> | <b>2.95</b> | <b>73.79%</b> |

(Source: primary data)

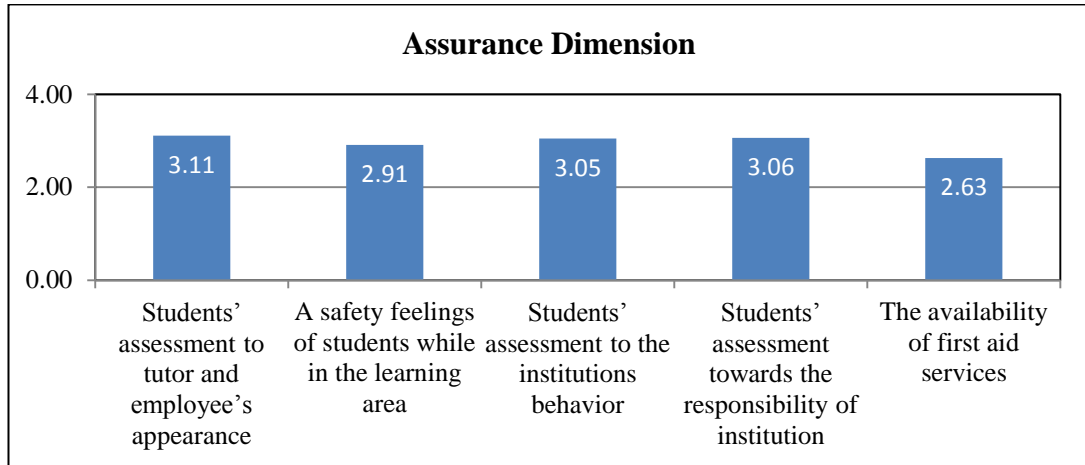


Figure 6. Graphic Data of Indicators of Assurance Dimension

Based on the assurance dimension performance score, the highest score is the category that has a score of 3, and the lowest score is the category that has a score of 1. The histogram shows that the highest point on this dimension was the Students' Assessment to Tutor and Employees' Appearance with 3.11 points. The lowest point was The Availability of First Aid and Services with 2.63 points out of 4.

## 2. Parents

### a) The Assessment of Responsiveness Dimension

Table 11. The Responsiveness Dimension Average

| Score Categories                | Frequency   | Percentage    |
|---------------------------------|-------------|---------------|
| 1                               | 9           | 1%            |
| 2                               | 36          | 4%            |
| 3                               | 623         | 70%           |
| 4                               | 232         | 26%           |
| <b>Total</b>                    | <b>900</b>  | <b>100%</b>   |
| <b><math>\Sigma</math> Mean</b> | <b>3.20</b> | <b>80.02%</b> |

(Source: primary data)

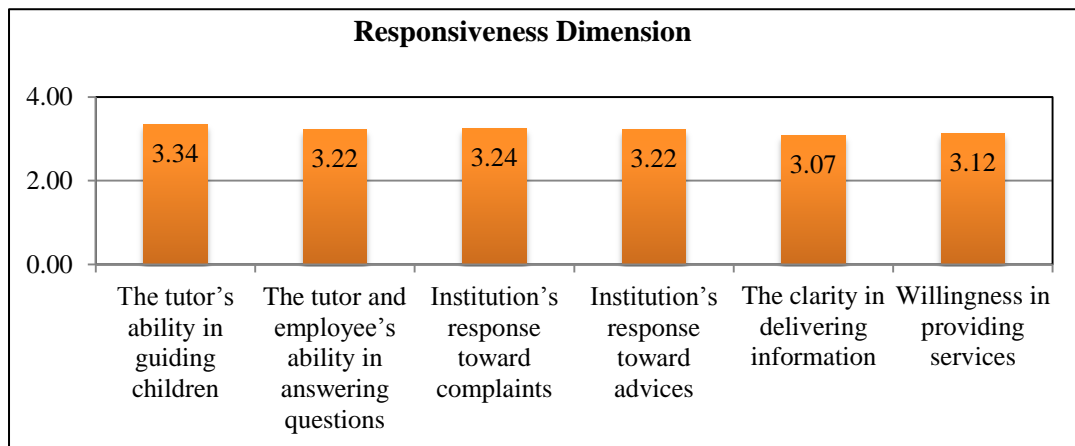


Figure 7. Graphic Data of Indicators of Responsiveness Dimension

Based on the responsiveness dimension performance score, the highest score is the category that has a score of 3, and the lowest score is the category that has a rating of 1. The histogram shows that the highest point on this dimension was The Tutor's Ability in Guiding with 3.34 points. The lowest point was The Clarity in Delivering Information with 3.07 points out of 4.

b) The Assessment of Empathy Dimension

Table 12. The Empathy Dimension Average

| Score Categories                | Frequency   | Percentage    |
|---------------------------------|-------------|---------------|
| 1                               | 9           | 1%            |
| 2                               | 35          | 4%            |
| 3                               | 701         | 70%           |
| 4                               | 255         | 26%           |
| <b>Total</b>                    | <b>1000</b> | <b>100%</b>   |
| <b><math>\Sigma</math> Mean</b> | <b>3.21</b> | <b>80.31%</b> |

(Source: primary data)

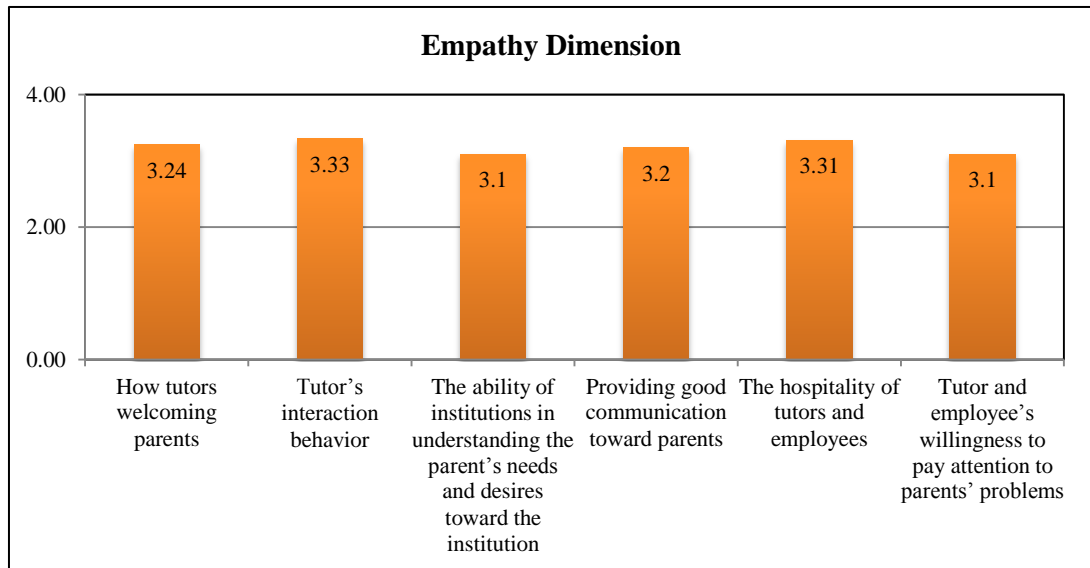


Figure 8. Graphic Data of Indicators of Empathy Dimension

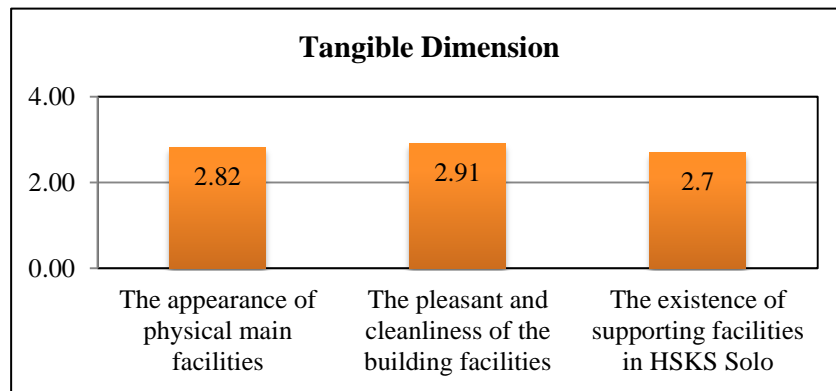
Based on the empathy dimension performance score, the highest score is the category that has a rating of 3, and the lowest score is the category that has a rating of 1. The histogram shows that the highest point on this dimension was the Tutor's Interaction Behavior with 3.33 points. The lowest point was The Ability of Institutions in Understanding the Parent's Needs and Desires toward the Institution and the Tutor and Employee's willingness to Pay Attention to Parent's Problems, both of them were got 3.1 points out of 4.



c) The Assessment of Tangible Dimension

Table 13. The Tangible Dimension Average

| Score Categories                | Frequency   | Percentage    |
|---------------------------------|-------------|---------------|
| 1                               | 10          | 2%            |
| 2                               | 100         | 19%           |
| 3                               | 321         | 73%           |
| 4                               | 19          | 5%            |
| <b>Total</b>                    | <b>450</b>  | <b>100%</b>   |
| <b><math>\Sigma</math> Mean</b> | <b>2.81</b> | <b>70.28%</b> |



(Source: primary data)

Figure 9. Graphic Data of Indicators of Tangible Dimension

Based on the tangible dimension performance score, the highest score is the category that has a score of 3, and the lowest score is the category that has a score of 1. The histogram shows that the highest point on this dimension was The Pleasant and Cleanliness of The Building Facilities with 2.91 points. The lowest point was The Existence of Supporting Facilities in HSKS Solo with 2.7 points out of 4.

d) The Assessment of Reliability Dimension

Table 14. The Reliability Dimension Average

| Score Categories                | Frequency   | Percentage    |
|---------------------------------|-------------|---------------|
| 1                               | 8           | 1%            |
| 2                               | 76          | 8%            |
| 3                               | 708         | 75%           |
| 4                               | 158         | 17%           |
| <b>Total</b>                    | <b>950</b>  | <b>100%</b>   |
| <b><math>\Sigma</math> Mean</b> | <b>3.07</b> | <b>76.77%</b> |

(Source: primary data)

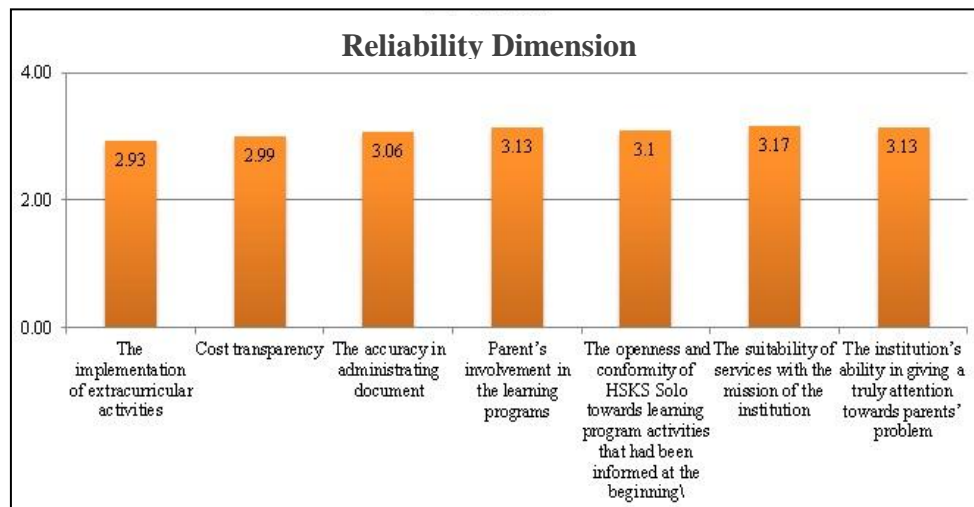


Figure 10. Graphic Data of Indicators of Reliability Dimension

Based on the reliability dimension performance score, the highest score is the category that has a score of 3, and the lowest score is the category that has a rating of 1. The histogram shows that the highest point on this dimension was The Suitability of Services with The Mission of The Institution with 3.17 points. The lowest point was The Implementation of Extracurricular Activities with 2.93 points out of 4.

e) The Assessment of Assurance Dimension

Table 15. The Assurance Dimension Average

| Score Categories                | Frequency   | Percentage    |
|---------------------------------|-------------|---------------|
| 1                               | 3           | 1%            |
| 2                               | 22          | 4%            |
| 3                               | 477         | 69%           |
| 4                               | 198         | 26%           |
| <b>Total</b>                    | <b>700</b>  | <b>100%</b>   |
| <b><math>\Sigma</math> Mean</b> | <b>3.04</b> | <b>80.16%</b> |

(Source: primary data)

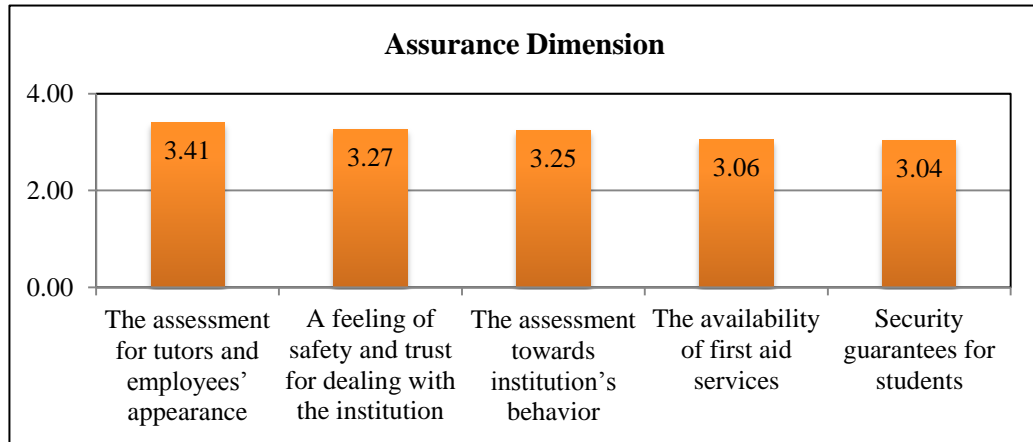


Figure 11. Graphic Data of Indicators of Assurance Dimension

Based on the assurance dimension performance score, the highest score is the category that has a score of 3, and the lowest score is the category that has a rating of 1. The histogram shows that the highest point on this dimension was The Assessment for Tutors and Employees' Appearance with 3.41 points. The lowest point was the Security Guarantees for Students with 3.04 points out of 4.

The data that have been processed then classified into these four categories:

Table 16. Categories of Satisfaction Level

| No | Interval Percentage   | Categories         |
|----|-----------------------|--------------------|
| 1  | $P \leq 25\%$         | Very Dissatisfied  |
| 2  | $25\% < P \leq 50\%$  | Dissatisfied       |
| 3  | $50\% < P \leq 75\%$  | Satisfied          |
| 4  | $75\% < P \leq 100\%$ | Strongly Satisfied |

(Source: Likert scale with modification)

The table below is the calculation of each dimension in percentage and its categories based on a statistical formula and categorized with using Likert scale:

Table 17. Cross Tabulation of Total Average in Percentage of Customer Satisfaction of HSKS Solo

| No | Dimension      | Students           |                           | Parents            |                           | Average            |                           |
|----|----------------|--------------------|---------------------------|--------------------|---------------------------|--------------------|---------------------------|
|    |                | Mean in Percentage | Categories Classification | Mean in Percentage | Categories Classification | Mean in Percentage | Categories Classification |
| 1  | Responsiveness | 77.73%             | Strongly Satisfied        | 80.02%             | Strongly Satisfied        | 78.88%             | Strongly Satisfied        |
| 2  | Empathy        | 75.96%             | Satisfied                 | 80.31%             | Strongly Satisfied        | 78.14%             | Strongly Satisfied        |
| 3  | Tangible       | 66.73%             | Satisfied                 | 70.28%             | Satisfied                 | 68.51%             | Satisfied                 |
| 4  | Reliability    | 72.50%             | Satisfied                 | 76.77%             | Strongly Satisfied        | 74.64%             | Satisfied                 |
| 5  | Assurance      | 73.79%             | Satisfied                 | 80.16%             | Strongly Satisfied        | 76.98%             | Strongly Satisfied        |

(Source: primary data)

Percentage rate shows the level of customer satisfaction. The higher the percentage rate, the higher the level of satisfaction is achieved. From the table above, students have an average value of 73.34% which means students are satisfied with the performance of Homeschooling Kak Seto

Solo. Meanwhile, the parents have an average value of 77.51%, which means parents are strongly satisfied with the performance of Homeschooling Kak Seto Solo.

### **C. Discussion**

In this research, the purpose is to get customer satisfaction value of the students and parents as the stakeholder of the institution. In the light of Homeschooling Kak Seto Solo has two kinds of learning programs; (1) Distance Learning, and (2) Community Homeschooling. This study researcher only assessed the second.

*Depdiknas* stated (2007), the number of students who are limited in small amounts aims to make a complete structure without losing the identity built in families and communities or it can also be said to create the “atmosphere of home”. So the student will be comfortable with the homeschooling activities as well as comfortable with home.

The researcher also encloses data into two separated table of students data and parents data. Both of the tables are shows the indicator with the highest score and the lowest score for each dimension. Here are the following tables:

Table 18. Student Questionnaire Results

| No | Dimension          | Indicators  |          |    |   |          |    |
|----|--------------------|---|----------|----|---|----------|----|
|    |                    | Highest   | $\Sigma$ | %  | Lowest  | $\Sigma$ | %  |
| 1. | Responsive<br>ness | Tutor's Response<br>to Complaints                                   | 3.22     | 80 | Clarity in<br>Delivering<br>Information                   | 3.00     | 75 |
| 2. | Empathy            | The Tutor's<br>Ability in<br>Understanding The<br>Students' Needs   | 3.11     | 78 | How Tutor Face<br>The Students'<br>Learning Problems      | 2.94     | 73 |
| 3. | Tangible           | Students' Comfort<br>Feelings Towards<br>Facilities                 | 2.78     | 70 | The Condition<br>of The Building<br>Study Physically      | 2.56     | 64 |
|    |                    | Infrastructure<br>of HSKS Solo                                      |          |    |   |          |    |
| 4. | Reliability        | The Accuracy in<br>Administrating<br>Documents                      | 3.13     | 78 | The<br>Implementation<br>of Extracurricular<br>Activities | 2.51     | 63 |
| 5. | Assurance          | Students'<br>Assessment To<br>Tutor and<br>Employee's<br>Appearance | 3.11     | 78 | The Availability<br>of First Aid<br>Services              | 2.63     | 66 |

(Source: primary data)

The table 18 result from the student questionnaire shows that the indicator of Tutor's Response to Complaints from responsiveness dimension got the highest average score with 3.22 points out of 4 or 80%. The lowest score was the indicator of The Implementation of Extracurricular Activities from reliability dimension with average score 2.51 or 63%. There were also two indicators from the tangible dimension which got the same average score that is 2.78 points and 70%.

Table 19. Parent Questionnaire Results

| No | Dimension      | Indicators  |          |    |  |          |    |
|----|----------------|---|----------|----|--|----------|----|
|    |                | Highest   | $\Sigma$ | %  | Lowest   | $\Sigma$ | %  |
| 1. | Responsiveness | The Tutor's Ability in Guiding Children                         | 3.34     | 84 | The Clarity in Delivering Information  | 3.07     | 77 |
| 2. | Empathy        | Tutor's Interaction Behavior                                    | 3.33     | 83 | The Ability of Institutions in Understanding The Parent's Needs and Desires Toward The Institution | 3.10     | 77 |
|    |                |   |          |    | Tutor and Employee's Willingness to Pay Attention to Parents' Problems                             |          |    |
| 3. | Tangible       | The Pleasant And Cleanliness of The Building Facilities         | 2.91     | 73 | The Existence of Supporting Facilities in HSKS Solo  | 2.70     | 68 |
| 4. | Reliability    | The Suitability of Services with The Mission of The Institution | 3.17     | 79 | The Implementation of Extracurricular Activities   | 2.93     | 73 |
| 5. | Assurance      | The Assessment for Tutors and Employee's Appearance             | 3.41     | 85 | Security Guarantees for Students   | 3.04     | 76 |

(Source: primary data)

The table 19 from the parent questionnaire shows that the indicator of The Assessment for Tutors and Employee's Appearance from assurance dimension got the highest average score with 3.41 point out of 4 or 85%. The lowest score was the indicator of The Existence of Supporting Facilities in HSKS Solo from tangible dimension with average score 2.70 or 68%.

Table 20. Total Average Value of the Questionnaire Results

| No | Dimension      | Average Value |        |              |        |
|----|----------------|---------------|--------|--------------|--------|
|    |                | Students      |        | Parents      |        |
| 1. | Responsiveness | <b>3.11</b>   | 77.75% | 3.20         | 80.00% |
| 2. | Empathy        | 3.04          | 76.00% | <b>3.213</b> | 76.75% |
| 3. | Tangible       | <b>2.67</b>   | 66.75% | <b>2.81</b>  | 70.25% |
| 4. | Reliability    | 2.90          | 72.50% | 3.07         | 80.33% |
| 5. | Assurance      | 2.95          | 73.75% | 3.206        | 80.00% |

(Source: primary data)

From the table above, it shows that both of students and parents have different opinions in appraise the Homeschooling Kak Seto performance. The number indicate the highest point from the students on responsiveness dimension, while parents on empathy dimension. Nonetheless, the numbers in red color shows that both of them gave the lowest score on tangible dimension.

Although this research was assessing over the service performance, the tangible aspect does support the service performance. According to Alma (2008, p. 30), the aim of the institution of education is to give service. The service itself can be seen through the tangible aspect until the educator's performance quality. By Alma's statement, Parasuraman on Lupiyoadi & Hamdani (2006: 182) also said that the service entities performances are measured through five dimensions; (1) Responsiveness, (2) Empathy, (3) Tangible, (4) Reliability, (5) Assurance.



#### **D. Limitation of the Research**

In carrying out this research, there were some limitations in the assessing customer satisfaction at Homeschooling Kak Seto Solo. Here were some limitations in this research:

1. The questionnaire from some indicators still contains some of the wrong questions. Because this study is using applied try out, the researcher should make a lot of question lists on each indicators. Because when all the question is not valid, then researcher does not have any question to analyze from that invalid indicator.
2. Research respondent from the student who still limited to the senior high school community student who only consisted of 41 people. So when some questionnaires are not valid and cannot be used or some of the students are not attending to the class while the survey will be given, the researcher should take data in the other day until the student is sufficed the statistics requirement.
3. Data collection technique have simply used the questionnaire so the researcher could not control the respondent's answers that do not show the actual state of affairs. The questionnaire has a chance of bringing up bias on the data because of the differences between the perception of the researcher with the respondents to the statements and proposed questions. Also, there were some parents who did not fully answer the questionnaire because it was too many questions in a limited time.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research result and discussion in the previous chapter, it can be concluded that:

The satisfaction assessment by students is satisfied with total percentage score 73.34%. The highest score was on the indicator of Tutor's Response to Complaints from responsiveness dimension with the mean score of 3.22 points out of 4. The lowest score was the indicator of The Implementation of Extracurricular Activities from reliability dimension with the average score of 2.51 points out of 4.

The satisfaction assessment by parents is strongly satisfied with total percentage score 77.51%. The highest score was the indicator of The Assessment for Tutors and Employee's Appearance from assurance dimension with the average score of 3.41 points out of 4. The lowest score was the indicator of The Existence of Supporting Facilities in HSKS Solo from tangible dimension with the average score of 2.70 points out of 4.

Either students or parents, both of them were given the lowest assessment on tangible dimension with each of the average score 2.67 and 2.81 out of 4.

## **B. Suggestion and Recommendation**

Based on the results of the research and the calculation of the questionnaire, it can be given suggestions as follows:

### **1. Homeschooling Kak Seto Solo**

Based on the lowest point of student questionnaire, The Implementation of Extracurricular Activities as one of the indicators of reliability dimension got score of 2.51 out of 4. The institution board team for extracurricular activities should pay more attention to this activity, considering help learners to discover and develop talents and interests optimally is one of institution's missions.

Despite the parent gave the lowest point on different indicators. Based on the lowest point of parent questionnaire, The Existence of Supporting Facilities in HSKS Solo as one of the indicator of tangible dimension was got score 2.70 out of 4. The board of the institution should pay more attention to this tangibility dimension. The tangibility dimension is the most important in service entities. Tangible aspect certainly supports the operation of the service entities to gain its goals.

### **2. Next researchers**

The data on this research was only taken by the questionnaire. So, the next researcher might be better to add more techniques in obtaining the data to get the better result of the research. The next researcher also

should monitoring while the parents and students are filling the questionnaire to ensure that they are completely filling the questions.

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# APPENDICES



**Data Manajemen, Staf, Tutor**  
**"HOMESCHOOLING KAK SETO SOLO"**

**Tahun Ajaran 2016/2017**

**(Februari 2017)**

| NO. | NIK      | NAMA LENGKAP               | JABATAN                                 |
|-----|----------|----------------------------|---|
| 1.  | 41100901 | AGUS AHMADI                | PEMBINA                                 |
| 2.  | 41100902 | ANNA WIDYATI               | DIREKTUR                                |
| 3.  | 41100903 | SUPRIYANTI                 | KEPALA DEPT. OPERASIONAL                |
| 4.  | 41100904 | HENY ERNA SETYAWATI        | KEPALA DEPT. SDM                        |
| 5.  | 41100905 | EVY FEBRI ARTANTI          | KEPALA DEPT. PENJAMINAN MUTU PENDIDIKAN |
| 6.  | 42071001 | EKO SIGIT PURNOMO          | MANAGER PENGEMBANGAN INTERNAL           |
| 7.  | 42071002 | PUNKY ASNAN                | MANAGER PENGEMBANGAN EKSTERNAL          |
| 8.  | 43021221 | ESTHI WIDIYASMURNI         | STAF KONSELING                          |
| 9.  | 43031546 | JUMIATI AGUSTINA           | STAF MARKETING                          |
| 10. | 43101559 | CLARA SHERIN INDRASWARI    | STAF ADMINISTRASI & INFORMASI           |
| 11. | 43061660 | DWI WIJAYA                 | STAF PERSONALIA                         |
| 12. | 43061661 | AGNES TACIA ANUNG MINTASIH | STAF KONSELING                          |
| 13. | 43111119 | KASNI                      | BAGIAN KERUMAHTANGGAAN                  |
| 14. | 43101445 | SUYARKO                    | BAGIAN KERUMAHTANGGAAN                  |
| 15. | 43021770 | DWI ANGGA FAJAR RESPATI    | SECURITY & BAGIAN UMUM                  |
| 16. | 43071115 | DHESI LILIA AYU NAWANGSARI | TUTOR MATEMATIKA                        |
| 17. | 43051325 | HERU SUWIGNYO              | TUTOR BAHASA INGGRIS                    |
| 18. | 43091331 | DYASHINTA RETPUSA PUTRI    | TUTOR IPA/ BIOLOGI                      |
| 19. | 43091332 | NINDY ANTIKA ARIZA         | TUTOR BAHASA INGGRIS                    |
| 20. | 43111339 | SULISTIONO                 | TUTOR SEJARAH                           |
| 21. | 43111340 | BAHRUDIN ARIEF             | TUTOR PENDIDIKAN LUAR BIASA             |
| 22. | 43111342 | TANTRI ANDANI              | TUTOR BAHASA INDONESIA                  |
| 23. | 43031547 | AGUS SUSILO                | TUTOR GEOGRAFI & SOSIOLOGI              |
| 24. | 43031551 | RIRIN NURAINI              | TUTOR SD                                |
| 25. | 43031552 | DIAN MUKTI NOURMANINGRUM   | TUTOR SD                                |
| 26. | 43081557 | NITA KURNIASARI            | TUTOR FISIKA                            |
| 27. | 43011659 | DWI ADI WIDODO             | TUTOR BAHASA INDONESIA                  |
| 28. | 43061667 | VITA WAHYU SAPUTRI         | TUTOR EKONOMI                           |
| 29. | 43061668 | LINA TRI MARFU'AH          | TUTOR KIMIA                             |
| 30. | 43061666 | LENI AYU PRASTITI          | TUTOR EKONOMI / SD                      |
| 31. | 43061663 | ACHMAT FAJAR NUGROHO       | TUTOR SD                                |
| 32. | 43061665 | ANITA WIDYANTI             | TUTOR SD                                |
| 33. | 43061664 | SITI HAPSARI               | TUTOR SD                                |
| 34. | 43121669 | LAILI MUFATAKHAH           | TUTOR PKN                               |



**JADWAL PELAJARAN SD  
TAHUN AJARAN 2016/2017**



| DESAAL<br>KOMUNITAS | KELAS | SEMIN       |                           |             |                           |             |                             | KABU        |                             |             |                           |             |                           | PUMAY       |                              |             |                              |             |                             |             |                             |             |                           |             |                              |             |                              |
|---------------------|-------|-------------|---------------------------|-------------|---------------------------|-------------|-----------------------------|-------------|-----------------------------|-------------|---------------------------|-------------|---------------------------|-------------|------------------------------|-------------|------------------------------|-------------|-----------------------------|-------------|-----------------------------|-------------|---------------------------|-------------|------------------------------|-------------|------------------------------|
|                     |       | 1           | 2                         | 3           | 4                         | 5           | 6                           | 1           | 2                           | 3           | 4                         | 5           | 6                         | 1           | 2                            | 3           | 4                            | 5           |                             |             |                             |             |                           |             |                              |             |                              |
| AWAL 1              | I     | 07.30-08.20 | MATH<br>K Dian<br>K Sri   | 08.25-08.40 | MATH<br>K Dian<br>K Sri   | 09.00-09.35 | IPA<br>K Dian<br>K Sri      | 09.35-10.10 | IPA<br>K Dian<br>K Sri      | 09.00-09.35 | MATH<br>K Dian<br>K Sri   | 09.35-10.10 | PPKN<br>K Dian<br>K Sri   | 10.40-11.15 | PPKN<br>K Dian<br>K Sri      | 11.35-11.50 | PPKN<br>K Dian<br>K Sri      | 07.30-08.05 | B. ING<br>K Dian<br>K Sri   | 08.05-08.40 | B. ING<br>K Dian<br>K Sri   | 09.00-09.35 | IPA<br>K Dian<br>K Sri    | 09.35-10.10 | B. INDO<br>K Dian<br>K Sri   | 10.40-11.15 | B. INDO<br>K Dian<br>K Sri   |
|                     |       | 07.30-08.20 | PPKN<br>K Udin<br>K Sidi  | 08.25-08.40 | PPKN<br>K Udin<br>K Sidi  | 09.00-09.35 | IPA<br>K Udin<br>K Sidi     | 09.35-10.10 | PPKN<br>K Udin<br>K Sidi    | 09.00-09.35 | MATH<br>K Udin<br>K Sidi  | 09.35-10.10 | PPKN<br>K Udin<br>K Sidi  | 10.40-11.15 | MATH<br>K Udin<br>K Sidi     | 11.35-11.50 | MATH<br>K Udin<br>K Sidi     | 07.30-08.05 | B. INDO<br>K Udin<br>K Sidi | 08.05-08.40 | B. INDO<br>K Udin<br>K Sidi | 09.00-09.35 | PPKN<br>K Udin<br>K Sidi  | 09.35-10.10 | B. INDO<br>K Udin<br>K Sidi  | 10.40-11.15 | B. INDO<br>K Udin<br>K Sidi  |
| AWAL 1              | II    | 07.30-08.20 | IPA<br>K Anita<br>K Vita  | 08.25-08.40 | PPKN<br>K Anita<br>K Vita | 09.00-09.35 | B. ING<br>K Anita<br>K Vita | 09.35-10.10 | B. ING<br>K Anita<br>K Vita | 09.00-09.35 | MATH<br>K Anita<br>K Vita | 09.35-10.10 | PPKN<br>K Anita<br>K Vita | 10.40-11.15 | B. INDO<br>K Anita<br>K Vita | 11.35-11.50 | B. INDO<br>K Anita<br>K Vita | 07.30-08.05 | PPKN<br>K Anita<br>K Vita   | 08.05-08.40 | PPKN<br>K Anita<br>K Vita   | 09.00-09.35 | PPKN<br>K Anita<br>K Vita | 09.35-10.10 | B. INDO<br>K Anita<br>K Vita | 10.40-11.15 | B. INDO<br>K Anita<br>K Vita |
|                     |       | 07.30-08.20 | PPKN<br>K Anita<br>K Vita | 08.25-08.40 | PPKN<br>K Anita<br>K Vita | 09.00-09.35 | B. ING<br>K Anita<br>K Vita | 09.35-10.10 | B. ING<br>K Anita<br>K Vita | 09.00-09.35 | MATH<br>K Anita<br>K Vita | 09.35-10.10 | PPKN<br>K Anita<br>K Vita | 10.40-11.15 | B. INDO<br>K Anita<br>K Vita | 11.35-11.50 | B. INDO<br>K Anita<br>K Vita | 07.30-08.05 | PPKN<br>K Anita<br>K Vita   | 08.05-08.40 | PPKN<br>K Anita<br>K Vita   | 09.00-09.35 | PPKN<br>K Anita<br>K Vita | 09.35-10.10 | B. INDO<br>K Anita<br>K Vita | 10.40-11.15 | B. INDO<br>K Anita<br>K Vita |
| AWAL 2              | IV    | 07.30-08.20 | PPKN<br>K Lani<br>K Vita  | 08.25-08.40 | PPKN<br>K Lani<br>K Vita  | 09.00-09.35 | B. ING<br>K Lani<br>K Vita  | 09.35-10.10 | B. ING<br>K Lani<br>K Vita  | 09.00-09.35 | MATH<br>K Lani<br>K Vita  | 09.35-10.10 | PPKN<br>K Lani<br>K Vita  | 10.40-11.15 | B. INDO<br>K Lani<br>K Vita  | 11.35-11.50 | B. INDO<br>K Lani<br>K Vita  | 07.30-08.05 | PPKN<br>K Lani<br>K Vita    | 08.05-08.40 | PPKN<br>K Lani<br>K Vita    | 09.00-09.35 | PPKN<br>K Lani<br>K Vita  | 09.35-10.10 | B. INDO<br>K Lani<br>K Vita  | 10.40-11.15 | B. INDO<br>K Lani<br>K Vita  |
|                     |       | 07.30-08.20 | PPKN<br>K Lani<br>K Vita  | 08.25-08.40 | PPKN<br>K Lani<br>K Vita  | 09.00-09.35 | B. ING<br>K Lani<br>K Vita  | 09.35-10.10 | B. ING<br>K Lani<br>K Vita  | 09.00-09.35 | MATH<br>K Lani<br>K Vita  | 09.35-10.10 | PPKN<br>K Lani<br>K Vita  | 10.40-11.15 | B. INDO<br>K Lani<br>K Vita  | 11.35-11.50 | B. INDO<br>K Lani<br>K Vita  | 07.30-08.05 | PPKN<br>K Lani<br>K Vita    | 08.05-08.40 | PPKN<br>K Lani<br>K Vita    | 09.00-09.35 | PPKN<br>K Lani<br>K Vita  | 09.35-10.10 | B. INDO<br>K Lani<br>K Vita  | 10.40-11.15 | B. INDO<br>K Lani<br>K Vita  |
| AWAL 2              | V     | 07.30-08.20 | PPKN<br>K Rini<br>K Vita  | 08.25-08.40 | PPKN<br>K Rini<br>K Vita  | 09.00-09.35 | B. ING<br>K Rini<br>K Vita  | 09.35-10.10 | B. ING<br>K Rini<br>K Vita  | 09.00-09.35 | MATH<br>K Rini<br>K Vita  | 09.35-10.10 | PPKN<br>K Rini<br>K Vita  | 10.40-11.15 | B. INDO<br>K Rini<br>K Vita  | 11.35-11.50 | B. INDO<br>K Rini<br>K Vita  | 07.30-08.05 | PPKN<br>K Rini<br>K Vita    | 08.05-08.40 | PPKN<br>K Rini<br>K Vita    | 09.00-09.35 | PPKN<br>K Rini<br>K Vita  | 09.35-10.10 | B. INDO<br>K Rini<br>K Vita  | 10.40-11.15 | B. INDO<br>K Rini<br>K Vita  |
|                     |       | 07.30-08.20 | PPKN<br>K Rini<br>K Vita  | 08.25-08.40 | PPKN<br>K Rini<br>K Vita  | 09.00-09.35 | B. ING<br>K Rini<br>K Vita  | 09.35-10.10 | B. ING<br>K Rini<br>K Vita  | 09.00-09.35 | MATH<br>K Rini<br>K Vita  | 09.35-10.10 | PPKN<br>K Rini<br>K Vita  | 10.40-11.15 | B. INDO<br>K Rini<br>K Vita  | 11.35-11.50 | B. INDO<br>K Rini<br>K Vita  | 07.30-08.05 | PPKN<br>K Rini<br>K Vita    | 08.05-08.40 | PPKN<br>K Rini<br>K Vita    | 09.00-09.35 | PPKN<br>K Rini<br>K Vita  | 09.35-10.10 | B. INDO<br>K Rini<br>K Vita  | 10.40-11.15 | B. INDO<br>K Rini<br>K Vita  |
| AWAL 2              | VI    | 07.30-08.20 | PPKN<br>K Fajar<br>K Vita | 08.25-08.40 | PPKN<br>K Fajar<br>K Vita | 09.00-09.35 | B. ING<br>K Fajar<br>K Vita | 09.35-10.10 | B. ING<br>K Fajar<br>K Vita | 09.00-09.35 | MATH<br>K Fajar<br>K Vita | 09.35-10.10 | PPKN<br>K Fajar<br>K Vita | 10.40-11.15 | B. INDO<br>K Fajar<br>K Vita | 11.35-11.50 | B. INDO<br>K Fajar<br>K Vita | 07.30-08.05 | PPKN<br>K Fajar<br>K Vita   | 08.05-08.40 | PPKN<br>K Fajar<br>K Vita   | 09.00-09.35 | PPKN<br>K Fajar<br>K Vita | 09.35-10.10 | B. INDO<br>K Fajar<br>K Vita | 10.40-11.15 | B. INDO<br>K Fajar<br>K Vita |
|                     |       | 07.30-08.20 | PPKN<br>K Fajar<br>K Vita | 08.25-08.40 | PPKN<br>K Fajar<br>K Vita | 09.00-09.35 | B. ING<br>K Fajar<br>K Vita | 09.35-10.10 | B. ING<br>K Fajar<br>K Vita | 09.00-09.35 | MATH<br>K Fajar<br>K Vita | 09.35-10.10 | PPKN<br>K Fajar<br>K Vita | 10.40-11.15 | B. INDO<br>K Fajar<br>K Vita | 11.35-11.50 | B. INDO<br>K Fajar<br>K Vita | 07.30-08.05 | PPKN<br>K Fajar<br>K Vita   | 08.05-08.40 | PPKN<br>K Fajar<br>K Vita   | 09.00-09.35 | PPKN<br>K Fajar<br>K Vita | 09.35-10.10 | B. INDO<br>K Fajar<br>K Vita | 10.40-11.15 | B. INDO<br>K Fajar<br>K Vita |

KETERANGAN :

1. Untuk level SD, di hari aktif pembelajaran (Senin, Rabu, Jumat) akan ada menu Etila & Etiket yang akan diberikan pada jam 08.40-09.00 WIB.
2. Kegiatan ekstrakurikuler SD dilaksanakan hari Selasa pukul 07.30 dengan durasi waktu 2 jam.
3. Kegiatan ekstrakurikuler dilaksanakan setiap hari Kamis.

**JADWAL PELAJARAN SMP  
TAHUN AJARAN 2016/2017**

| DERAJAT<br>KOMPETENS | KELAS | SENIN              |                 |                 | SELASA                |                 |                     |                     |  | RABU            |                 |                     |
|----------------------|-------|--------------------|-----------------|-----------------|-----------------------|-----------------|---------------------|---------------------|--|-----------------|-----------------|---------------------|
|                      |       | 1                  | 2               | 3               | 1                     | 2               | 3                   | 4                   | 5  | 1               | 2               | 3                   |
|                      |       | 07.30-08.10        | 08.15-08.55     | 09.00-09.40     | 07.30-08.10           | 08.15-08.55     | 09.30-10.10         | 10.15-10.55         | 11.00-11.40  | 07.30-08.10     | 08.15-08.55     | 09.00-09.40         |
| TERAMPIL 1           | VII   | IPA*)<br>K Nita    | PPKN<br>K Laili | PPKN<br>K Laili | MATH<br>K Nita        | MATH<br>K Nita  | B. INDO<br>K Tantri | B. INDO<br>K Tantri | INTRA/<br>PENGEMB.<br>KEPR.<br>PROFESIONAL/<br>MULOK | IPS<br>K Vita   | IPS<br>K Vita   | B. ING*)<br>K Nindy |
| TERAMPIL 1           | VIII  | IPA*)<br>K Shinta  | MATH<br>K Lina  | MATH<br>K Lina  | B. ING*)<br>K Nindy   | PPKN<br>K Sulis | PPKN<br>K Sulis     | IPS*)<br>K Vita     |  | IPA<br>K Shinta | IPA<br>K Shinta | MATH*)<br>K Heru    |
| TERAMPIL 2           | IX    | B. ING*)<br>K Heru | IPA<br>K Shinta | IPA<br>K Shinta | B. INDO*)<br>K Widodo | PPKN<br>K Laili | PPKN<br>K Laili     | MATH*)<br>K Dhesi   |  | IPS<br>K Sulis  | IPS<br>K Sulis  | IPA*)<br>K Shinta   |

| DERAJAT<br>KOMPETENS | KELAS | KAMIS                 |                     |                       | JUM'AT              |                     |  |
|----------------------|-------|-----------------------|---------------------|-----------------------|---------------------|---------------------|--|
|                      |       | 1                     | 2                   | 3                     | 1                   | 2                   | 3  |
|                      |       | 07.30-08.10           | 08.15-08.55         | 09.30-10.10           | 07.30-08.10         | 08.15-08.55         | 09.00-09.40  |
| TERAMPIL 1           | VII   | IPA<br>K Nita         | IPA<br>K Nita       | B. INDO*)<br>K Tantri | MATH*)<br>K Nita    | IPS*)<br>K Vita     | INTRA/<br>PENGEMB.<br>KEPR.<br>PROFESIONAL/<br>MULOK |
| TERAMPIL 1           | VIII  | B. INDO*)<br>K Widodo | IPS<br>K Sulis      | IPS<br>K Sulis        | B. INDO<br>K Tantri | B. INDO<br>K Tantri |  |
| TERAMPIL 2           | IX    | IPS*)<br>K Agus       | B. INDO<br>K Widodo | B. INDO<br>K Widodo   | B. ING<br>K Nindy   | B. ING<br>K Nindy   |  |



**JADWAL PELAJARAN SMA**  
**TAHUN AJARAN 2016/2017**

| DERAJAT KOMPETENSI | KELAS   | SENIN                            |                                  |                                     |                                 |                                 | SELASA                             |                                    |                                |                                 |                                 | RABU                           |                                |                                   |                              |
|--------------------|---------|----------------------------------|----------------------------------|-------------------------------------|---------------------------------|---------------------------------|------------------------------------|------------------------------------|--------------------------------|---------------------------------|---------------------------------|--------------------------------|--------------------------------|-----------------------------------|------------------------------|
|                    |         | 1                                | 2                                | 3                                   | 4                               | 5                               | 1                                  | 2                                  | 3                              | 4                               | 5                               | 1                              | 2                              | 3                                 | 4                            |
| MAHIR 1            | X       | 07.30-08.15<br>B. ING<br>K Nindy | 08.15-09.00<br>B. ING<br>K Nindy | 09.30-10.15<br>B. INDO*<br>K Tantri | 10.15-11.00<br>FISIKA<br>K Nita | 11.00-11.45<br>FISIKA<br>K Nita | 07.30-08.15<br>BIOLOGI<br>K Shinta | 08.15-09.00<br>BIOLOGI<br>K Shinta | 09.30-10.15<br>MATH*<br>K Lina | 10.15-11.00<br>SOSIO<br>K Sulis | 11.00-11.45<br>SOSIO<br>K Sulis | 07.30-08.15<br>PPKN<br>K Laili | 08.15-09.00<br>PPKN<br>K Laili | 09.30-10.15<br>SEJARAH<br>K Sulis | 10.15-11.00<br>GEO<br>K Agus |
|                    |         | MATH*<br>K Dhesi                 | B. INDO*<br>K Tantri             | B. ING<br>K Heru                    | B. ING<br>K Heru                |                                 | MATH<br>K Dhesi                    | MATH<br>K Dhesi                    | B. ING*<br>K Nindy             | BIO<br>K Shinta                 | BIO<br>K Shinta                 | FISIKA<br>K Nita               | FISIKA<br>K Nita               | KIMIA<br>K Lina                   | KIMIA<br>K Lina              |
| MAHIR 2            | XI IPS  | B. INDO<br>K Widodo              | B. INDO<br>K Widodo              | GEO*<br>K Agus                      | MATH*<br>K Lina                 |                                 | SEJARAH<br>K Sulis                 | B. INDO*<br>K Tantri               | EKON*<br>K Leni                | SOSIO<br>K Agus                 | SOSIO<br>K Agus                 | B. ING*<br>K Heru              | SOSIO*<br>K Agus               | PPKN<br>K Laili                   | PPKN<br>K Laili              |
|                    |         | SEJARAH<br>K Sulis               | FISIKA<br>K Nita                 | FISIKA<br>K Nita                    | BIOLOGI<br>K Shinta             |                                 | KIMIA*<br>K Lina                   | B. INDO<br>K Widodo                | B. INDO<br>K Widodo            | PPKN<br>K Laili                 | PPKN<br>K Laili                 | B. INDO*<br>K Tantri           | B. ING*<br>K Nindy             | MATH<br>K Dhesi                   | MATH<br>K Dhesi              |
| MAHIR 2            | XII IPS | EKON<br>K Vita                   | EKON<br>K Vita                   | B. ING*<br>K Nindy                  | GEO<br>K Agus                   |                                 | B. INDO*<br>K Tantri               | GEO*<br>K Agus                     | MATH*<br>K Dhesi               | B. ING<br>K Heru                | B. ING<br>K Heru                | SOSIO*<br>K Agus               | B. INDO<br>K Widodo            | B. INDO<br>K Widodo               | EKON*<br>K Vita              |

| DERAJAT KOMPETENSI | KELAS   | KAMIS                          |                                 |                                |                                |   | JUMAT                              |                                    |                               |                               |   |
|--------------------|---------|--------------------------------|---------------------------------|--------------------------------|--------------------------------|---|------------------------------------|------------------------------------|-------------------------------|-------------------------------|---|
|                    |         | 1                              | 2                               | 3                              | 4                              | 5   | 1                                  | 2                                  | 3                             | 4                             | 5 |
| MAHIR 1            | X       | 07.30-08.15<br>ECON*<br>K Leni | 08.15-09.00<br>B. ING<br>K Heru | 09.30-10.15<br>KIMIA<br>K Lina | 10.15-11.00<br>KIMIA<br>K Lina | 11.00-11.45   | 07.30-08.15<br>B. INDO<br>K Widodo | 08.15-09.00<br>B. INDO<br>K Widodo | 09.30-10.15<br>MATH<br>K Lina | 10.15-11.00<br>MATH<br>K Lina |   |
|                    |         | PPKN<br>K Laili                | PPKN<br>K Laili                 | BIOLOGI*<br>K Shinta           | SEJARAH<br>K Sulis             |   | KIMIA*<br>K Lina                   | FISIKA*<br>K Nita                  | B. INDO<br>K Widodo           | B. INDO<br>K Widodo           |   |
| MAHIR 1            | XI IPS  | B. ING<br>K Nindy              | B. ING<br>K Nindy               | GEO<br>K Agus                  | GEO<br>K Agus                  | INTRA /<br>PENGEMB.<br>KEPRIBADIAN<br>PROFESIONAL/<br>MULOK | MATH<br>K Dhesi                    | MATH<br>K Dhesi                    | EKON<br>K Vita                | EKON<br>K Vita                |   |
|                    |         | KIMIA<br>K Lina                | KIMIA<br>K Lina                 | FISIKA*<br>K Nita              | BIO*<br>K Shinta               |   | B. ING<br>K Heru                   | B. ING<br>K Heru                   | MATH*<br>K Dhesi              |                               |   |
| MAHIR 2            | XII IPS | MATH<br>K Dhesi                | MATH<br>K Dhesi                 | PPKN<br>K Laili                | PPKN<br>K Laili                |   | SOSIOLOGI<br>K Agus                | SOSIOLOGI<br>K Agus                | SEJARAH<br>K Sulis            |                               |   |
|                    |         |                                |                                 |                                |                                |   |                                    |                                    |                               |                               |   |



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www.solohomeschool.com

**DATA SISWA TINGKAT SMA (DERAJAT MAHIR)**  
**"HOMESCHOOLING KAK SETO SOLO"**

| KELAS                        | NAMA HOMESCHOOLER                            | PROGRAM           |
|------------------------------|--|-------------------|
| X<br>(DERAJAT MAHIR 1)       | Bernard Leopard                              | Komunitas         |
|                              | Eric Adistyawan Wibowo                       |                   |
|                              | Verrel Wida Anaditya                         |                   |
|                              | Yonky Erlando                                |                   |
|                              | Larasati                                     |                   |
|                              | Muhammad Hanif                               |                   |
|                              | Shaffa Elvina Fatma Jauhari                  |                   |
|                              | Reva Aditya Wijayanto                        |                   |
|                              | Indira Dafano                                |                   |
|                              | Anggar Dani Aryanto                          |                   |
|                              | Prakasito Putradila                          |                   |
|                              | Ammardhika Rizqiputra Martanto               |                   |
|                              | Muhammad Arif Dwi Nugroho                    | Distance Learning |
| XI IPA<br>(DERAJAT MAHIR 2)  | Theo Malvin                                  | Komunitas         |
|                              | Rafiqul Ashraff Willyasmoko                  |                   |
|                              | Ariq Sulthan Rafie                           |                   |
|                              | Kelvin Hartanto                              |                   |
|                              | Rakandamaesa Ammarputra Martanto             |                   |
|                              | Ida Ayu Sintya Dewi                          | Distance Learning |
|                              | Aulia Ayu Andiana                            |                   |
| XI IPS<br>(DERAJAT MAHIR 2)  | Tomi Adrian                                  | Komunitas         |
|                              | BRAJ Sedhah Mirah                            |                   |
|                              | Revo Rais Zaksena                            |                   |
|                              | Vina Angelika Handoko                        |                   |
|                              | Hansel Leonardo                              | Distance Learning |
|                              | Boanerges Santosa                            |                   |
|                              | Arung Wiguna Chandra                         |                   |
| XII IPA<br>(DERAJAT MAHIR 2) | Michael Leonardo Sugiyanto                   | Komunitas         |
|                              | Ignatius Loyola Yudho Krisyulianto           |                   |
|                              | Yeremia Susanto                              |                   |
|                              | Nadhif Rohmatul Wafi Noka Eka Putra Arrofl'i |                   |
|                              | Aura Ganetca Charisma                        |                   |
|                              | Sabrina Setyani                              |                   |
|                              | Aurellia Lystianinda Ayu Puspitasari         |                   |
|                              | Dhilaulhaq Hibatullah                        |                   |

|                                       |                                 |                   |
|---------------------------------------|---------------------------------|-------------------|
|                                       | Muhammad Anggit Sandhi Buwono   |                   |
|                                       | Fendi Jahyadi                   |                   |
|                                       | Ilham Wahyu Ramadhan            |                   |
|                                       | Nahdhatu Rahmaniah              |                   |
| XII IPS<br>(DERAJAT<br>MAHIR 2)       | Eros Fadlil Muhammad            | Komunitas         |
|                                       | Alessandro Oktaviano Roy Kambey |                   |
|                                       | Ichwan Adi Mulyawan             |                   |
|                                       | Fahira Salsabila                |                   |
|                                       | Winny Eunike Tumimomor          |                   |
|                                       | Ismail Muslim                   |                   |
|                                       | Deandra Dafano                  |                   |
|                                       | Annastasya Novitasari           |                   |
|                                       | Arya Gde Okhe Satya Waringin    |                   |
|                                       | Lanang Damar Panguripan         | Distance Learning |
|                                       | Dwinda Atikarini                |                   |
| XII dengan<br>Kurikulum<br>Modifikasi | Anggie Praditha Rahadian        | Distance Learning |



## Lattice of Satisfaction Assessment for Student

| No | Dimension      | Indicators  | Item  |
|----|----------------|---|---|
| 1. | Responsiveness | a. The tutor's ability in guiding children<br>b. The tutor's response to complaints<br>c. The tutor's response to advices<br>d. The clarity in delivering information<br>e. The tutor's alacrity in helping and fulfilling student's requests   | 1, 2*<br>3, 4*, 5*<br>6, 7, 8*, 9<br>10, 11<br>12, 13, 14*                                      |
| 2. | Empathy        | a. How tutors welcoming students<br>b. Personal attention by tutors to the students<br>c. How tutor face the students' learning problems<br>d. Tutor's interaction with students<br>e. The tutor's ability in understanding the students' needs<br>f. The hospitality of tutors and employees   | 15, 16<br>17, 18, 19, 20, 21<br>22, 23*, 24, 25<br>26*, 27, 28<br>29, 30<br>31, 32, 33          |
| 3. | Tangible       | a. The condition of the building study physically<br>b. The cleanliness of learning areas<br>c. The availability if facilities and infrastructure in HSKS* Solo<br>d. Students' comfort feelings towards facilities and infrastructure of HSKS Solo   | 34, 35<br>36, 37, 38*<br>39, 40, 41*, 42*<br>43*, 44  |
| 4. | Reliability    | a. The openness and conformity of HSKS Solo towards learning program activities that had been informed at the beginning<br>b. The suitability of services with the mission of the institution<br>c. The uses of the curriculum according to children's needs and ability<br>d. The implementation of extracurricular activities<br>e. The tutor's insight and skills in answering | 45, 46, 47<br>48, 49, 50, 51, 52*, 53<br>54, 55, 56<br>57, 58*, 59, 60<br>61, 62, 63<br>64, 65, |



|    |           |  |   |
|----|-----------|--|---|
|    |           | students' questions<br>f. The process of improving the students' abilities in cognitive aspect<br>g. The accuracy in administrating documents  | 66, 67<br>68*, 69, 70<br>71, 72, 73   |
| 5. | Assurance | a. Students' assessment to tutor and employee's appearance<br>b. A safety feelings of students while in the learning area<br>c. Students' assessment to the institutions behavior<br>d. Students' assessment towards the responsibility of institutions<br>e. The availability of first aid services | 74, 75, 76, 77, 78, 79*, 80, 81, 82<br>83, 84<br>85, 86<br>87, 88, 89<br>90, 91 |

\*) Negative statement

\*\*) HSKS = *Homeschooling* Kak Seto

## Lattice of Satisfaction Assessment for Parent

| No | Dimension      | Indicators   | Item  |
|----|----------------|--|---|
| 1. | Responsiveness | a. The tutor's ability in guiding children<br>b. The tutor and employee's ability in answering questions<br>c. Institution's response toward complaints<br>d. Institution's response toward advices<br>e. The clarity in delivering information<br>f. Willingness in providing services  | 1, 2<br>3, 4<br>5, 6, 7, 8*<br>9, 10, 11*, 12*<br>13, 14*<br>15, 16, 17*, 18, 19*               |
| 2. | Empathy        | a. How tutors welcoming parents<br>b. Tutor's interaction behavior<br>c. The ability of institutions in understanding the parent's needs and desires toward the institution<br>d. Providing good communication toward parents<br>e. The hospitality of tutors and employees<br>f. Tutor and employee's willingness to pay attention to parents' problems | 20, 21, 22*, 23<br>24, 25<br>26*, 27*, 28, 29*<br>30*, 31<br>32, 33, 34, 35*<br>36, 37, 38*, 39 |
| 3. | Tangible       | a. The appearance of physical main facilities<br>b. The pleasant and cleanliness of the building facilities<br>c. The existence of supporting facilities in HSKS Solo  | 40, 41, 42<br>43*, 44, 45<br>46, 47, 48*, 49, 50, 51  |
| 4. | Reliability    | a. The implementation of extracurricular activities<br>b. Cost transparency<br>c. The accuracy in administrating document<br>d. Parent's involvement in the learning programs<br>e. The openness and conformity of HSKS Solo towards learning program activities   | 52, 53, 54, 55*<br>56*, 57*, 58<br>59*, 60*, 61<br>62, 63<br>64*, 65, 66                        |



|    |           |   |  |
|----|-----------|---|--|
|    |           | that had been informed at the beginning<br>f. The suitability of services with the mission of the institution<br>g. The institution's ability in giving a truly attention towards parents' problem.   | 67*, 68, 69, 70<br>71, 72, 73, 74                                      |
| 5. | Assurance | a. The assessment for tutors and employees' appearance<br>b. A feeling of safety and trust for dealing with the institution<br>c. The assessment towards institution's behavior<br>d. The availability of first aid services<br>e. Security guarantees for students | 75, 76, 77, 78<br>79, 80, 81*<br>82, 83*, 84, 85<br>86, 87<br>88*, 89* |

\*) Negative statement

## Lattice of Satisfaction Assessment for Student (valid items)

| No | Dimension      | Indicators  | Item   |
|----|----------------|---|--|
| 1. | Responsiveness | a. The tutor's ability in guiding children<br>b. The tutor's response to complaints<br>c. The tutor's response to advices<br><br>d. The clarity in delivering information<br>e. The tutor's alacrity in helping and fulfilling student's requests   | 1, 2*<br>3<br>4, 5<br><br>6<br>7, 8  |
| 2. | Empathy        | a. How tutors welcoming students<br>b. Personal attention by tutors to the students<br><br>c. How tutor face the students' learning problems<br>d. Tutor's interaction with students<br><br>e. The tutor's ability in understanding the students' needs<br>f. The hospitality of tutors and employees   | 9, 10<br>11, 12,<br>13, 14<br>15<br>16, 17*,<br>18, 19<br>20*, 21,<br>22<br>23, 24<br>25, 26,<br>27                              |
| 3. | Tangible       | a. The condition of the building study physically<br>b. The cleanliness of learning areas<br>c. The availability if facilities and infrastructure in HSKS* Solo<br>d. Students' comfort feelings towards facilities and infrastructure of HSKS Solo   | 28, 29<br><br>30<br>31, 32,<br>33*<br>34   |
| 4. | Reliability    | a. The openness and conformity of HSKS Solo towards learning program activities that had been informed at the beginning<br>b. The suitability of services with the mission of the institution<br><br>c. The uses of the curriculum according to children's needs and ability<br>d. The implementation of extracurricular activities<br>e. The tutor's insight and skills in answering students' questions | 35, 36,<br>37<br><br>38, 38,<br>39, 40,<br>41, 42*,<br>43, 44,<br>45, 46<br>47, 48*,<br>49<br>50, 51,<br>52<br>53, 54,<br>55, 56 |

|    |           |   |                |
|----|-----------|---|----------------|
|    |           | f. The process of improving the students' abilities in cognitive aspect | 57, 58         |
|    |           | g. The accuracy in administrating documents                             | 59, 60, 61     |
| 5. | Assurance | a. Students' assessment to tutor and employee's appearance              | 62, 63, 64, 65 |
|    |           | b. A safety feelings of students while in the learning area             | 66, 67, 68     |
|    |           | c. Students' assessment to the institutions behavior                    | 69, 70, 71, 72 |
|    |           | d. Students' assessment towards the responsibility of institutions      | 73, 74, 75     |
|    |           | e. The availability of first aid services                               | 76             |

\*) Negative statement

\*\*) HSKS = *Homeschooling* Kak Seto

Lattice of Satisfaction Assessment for Parent (valid items)

| No | Dimension      | Indicators   | Item  |
|----|----------------|--|---|
| 1. | Responsiveness | a. The tutor's ability in guiding children<br>b. The tutor and employee's ability in answering questions<br>c. Institution's response toward complaints<br>d. Institution's response toward advices<br>e. The clarity in delivering information<br>f. Willingness in providing services  | 1, 2<br>3, 4<br>5, 6, 7, 8*<br>9, 10, 11*, 12*<br>13, 14*<br>15, 16, 17*, 18,                   |
| 2. | Empathy        | a. How tutors welcoming parents<br>b. Tutor's interaction behavior<br>c. The ability of institutions in understanding the parent's needs and desires toward the institution<br>d. Providing good communication toward parents<br>e. The hospitality of tutors and employees<br>f. Tutor and employee's willingness to pay attention to parents' problems                       | 19, 20, 21*, 22<br>23, 24<br>25*, 26*, 27, 28*<br>29*, 30<br>31, 32, 33, 34*<br>35, 36, 37*, 38 |
| 3. | Tangible       | a. The appearance of physical main facilities<br>b. The pleasant and cleanliness of the building facilities<br>c. The existence of supporting facilities in HSKS Solo  | 39, 40<br>41*, 42<br>43, 44*, 45, 46, 47  |
| 4. | Reliability    | a. The implementation of extracurricular activities<br>b. Cost transparency<br>c. The accuracy in administrating document<br>d. Parent's involvement in the learning programs<br>e. The openness and conformity of HSKS Solo towards learning program activities that had been informed at the beginning<br>f. The suitability of services with the mission of the institution | 48, 49, 50, 51*<br>52*, 53*<br>54*, 55*<br>56, 57<br>58<br>59*, 60, 61, 62                      |

|    |           |   |   |
|----|-----------|---|---|
|    |           | g. The institution's ability in giving a truly attention towards parents' problem.  | 63, 64, 65, 66  |
| 5. | Assurance | a. The assessment for tutors and employees' appearance<br>b. A feeling of safety and trust for dealing with the institution<br>c. The assessment towards institution's behavior<br>d. The availability of first aid services<br>e. Security guarantees for students | 67, 68, 69, 70<br>71, 72, 73*<br>74, 75*, 76<br>77, 78<br>79, 80* |

\*) Negative statement

**ANGKET SISWA (yang dibagikan)****PENILAIAN KEPUASAN PELAYANAN JASA *HOMESCHOOLING* KAK SETO SOLO**

Halo, saya Indah Sulistian, Mahasiswi Pendidikan Akuntansi Universitas Negeri Yogyakarta sedang melakukan penelitian Tugas Akhir Skripsi terkait *customer satisfaction* di Lembaga Homeschooling Kak Seto Solo, meminta bantuan adik-adik untuk mengisi kuesioner di bawah ini:

**A. Identitas Responden**

1. Nama : .....
2. Usia : .....
3. Jenis Kelamin : L/P
4. Kelas : .....

**B. Petunjuk Pengisian**

Siswa diminta untuk menjawab semua pertanyaan yang diberikan. Setelah membaca setiap kalimat pernyataan, berilah tanda ceklis (✓) pada pilihan jawaban yang dianggap sesuai dengan keadaan yang sebenarnya.

Keterangan alternatif jawaban:

- SS : Sangat Setuju  
S : Setuju  
TS : Tidak Setuju  
STS: Sangat Tidak Setuju

### C. Pernyataan

| No  | Pernyataan  | Alternatif Jawaban |   |    |     |
|---|---|--------------------|---|----|-----|
|   |   | SS                 | S | TS | STS |
| A. Pernyataan yang berkaitan dengan dimensi <i>Responsiveness</i> |   |                    |   |    |     |
| 1   | Kakak tutor membimbing saya belajar dengan baik   |                    |   |    |     |
| 2   | Kakak tutor tidak mengarahkan saya dalam belajar  |                    |   |    |     |
| 3   | Kakak tutor merespon dengan baik terhadap keluhan saya saat belajar                                     |                    |   |    |     |
| 4   | Saya harus menunggu lama untuk mengetahui respon kakak tutor terhadap kritik yang saya berikan          |                    |   |    |     |
| 5   | Saat saya mengeluh, kakak tutor tidak mendengarkan keluhan saya dengan baik                             |                    |   |    |     |
| 6   | Kakak tutor memberi respon positif terhadap saran yang saya ajukan                                      |                    |   |    |     |
| 7   | Kakak tutor menghargai pendapat saya  |                    |   |    |     |
| 8   | Saran yang saya ajukan tidak segera direspon dengan baik  |                    |   |    |     |
| 9   | Lembaga HSKS Solo bersikap terbuka terhadap setiap saran yang diajukan oleh siswanya                    |                    |   |    |     |
| 10  | Kakak tutor perlu mengulang beberapa kali instruksi atau informasi yang diumumkan karena sulit dipahami |                    |   |    |     |
| 11  | Saya selalu memperoleh informasi yang jelas mengenai kegiatan yang akan dilaksanakan oleh HSKS Solo     |                    |   |    |     |
| 12  | Kakak tutor dengan sigap menjawab pertanyaan-pertanyaan yang diajukan oleh siswa                        |                    |   |    |     |
| 13  | Kakak tutor dengan segera membantu saya saat saya membutuhkan bantuan                                   |                    |   |    |     |
| 14  | Saya tidak segera dibantu oleh kakak tutor saat saya kesulitan belajar                                  |                    |   |    |     |
|   |   |                    |   |    |     |

| No   | Pernyataan   | Alternatif Jawaban |   |    |     |
|--|--|--------------------|---|----|-----|
|  |  | SS                 | S | TS | STS |
| B. Pernyataan yang berkaitan dengan dimensi <i>Empathy</i> |  |                    |   |    |     |
| 15   | Kakak tutor menyambut kedatangan saya dengan hangat  |                    |   |    |     |
| 16   | Ketika saya akan pulang, kakak tutor selalu memberi salam perpisahan   |                    |   |    |     |
| 17   | Kakak tutor sering menanyakan kabar dan kondisi (keadaan) siswanya   |                    |   |    |     |
| 18   | Jika saya tidak hadir, kakak tutor menghubungi saya dan menanyakan ketidakhadiran saya                         |                    |   |    |     |
| 19   | Kakak tutor mendampingi saya belajar dengan penuh perhatian sehingga saya merasa nyaman                        |                    |   |    |     |
| 20   | Kakak tutor mendampingi saya belajar dengan penuh kesabaran  |                    |   |    |     |
| 21   | Kakak tutor tidak pilih kasih  |                    |   |    |     |
| 22   | Saya dibantu sepenuh hati oleh kakak tutor saat menemukan masalah  |                    |   |    |     |
| 23   | Kakak tutor tidak memberikan perhatian saat saya memiliki masalah dalam belajar                                |                    |   |    |     |
| 24   | Saya sering menerima motivasi belajar dari kakak tutor   |                    |   |    |     |
| 25   | Saya merasa lebih baik setelah dihibur oleh kakak tutor saat mendapat masalah                                  |                    |   |    |     |
| 26   | Kakak tutor tidak berinteraksi dengan baik kepada saya saat di luar kegiatan belajar                           |                    |   |    |     |
| 27   | Kakak tutor berkomunikasi dengan baik kepada saya dalam kegiatan pembelajaran                                  |                    |   |    |     |
| 28   | Kakak tutor dapat mengendalikan amarahnya dengan baik saat mengajar  |                    |   |    |     |
| 29   | Kakak tutor memahami kebutuhan saya dengan baik saat belajar   |                    |   |    |     |
| 30   | Saya merasa senang belajar di lembaga HSKS Solo karena kakak tutor dapat memenuhi kebutuhan saya dalam belajar |                    |   |    |     |
| 31   | Keramahan kakak tutor terhadap siswa-siswanya membuat saya nyaman belajar                                      |                    |   |    |     |
| 32   | Kakak tutor selalu ramah kepada saya   |                    |   |    |     |



| No  | Pernyataan  | Alternatif Jawaban |   |    |     |
|---|---|--------------------|---|----|-----|
|   |   | SS                 | S | TS | STS |
| 33  | Karyawan tutor selalu ramah kepada saya   |                    |   |    |     |
| <b>C. Pernyataan yang berkaitan dengan dimensi <i>Tangible</i></b>    |   |                    |   |    |     |
| 34  | Kondisi fisik gedung belajar <i>Homeschooling</i> Kak Seto Solo sudah memuaskan   |                    |   |    |     |
| 35  | Penampilan fasilitas fisik Lembaga HSKS Solo sudah layak digunakan untuk belajar  |                    |   |    |     |
| 36  | Saya puas terhadap kondisi dan kebersihan toilet HSKS* Solo   |                    |   |    |     |
| 37  | Saya kira area belajar HSKS Solo sudah bersih   |                    |   |    |     |
| 38  | Saya tidak puas terhadap tingkat pemeliharaan sarana dan prasarana di ruang belajar   |                    |   |    |     |
| 39  | Ketersediaan tempat sampah sudah memadai  |                    |   |    |     |
| 40  | Saya tidak merasa kesulitan saat hendak beribadah   |                    |   |    |     |
| 41  | Saya merasa kesulitan untuk mencari makanan saat berada di HSKS Solo  |                    |   |    |     |
| 42  | Saya kesulitan saat hendak memarkirkan kendaraan dikarenakan lahan parkir yang kurang memadai   |                    |   |    |     |
| 43  | Saya merasa gelisah saat hujan dan kendaraan saya basah kuyup saat diparkirkan di area lembaga dikarenakan kurang memadainya fasilitas untuk parkir |                    |   |    |     |
| 44  | Saya nyaman belajar di gedung HSKS dengan segala fasilitasnya   |                    |   |    |     |
| <b>D. Pernyataan yang berkaitan dengan dimensi <i>Reliability</i></b> |   |                    |   |    |     |
| 45  | Saya puas terhadap keterbukaan HSKS tentang program kegiatan pembelajaran   |                    |   |    |     |
| 46  | Saya mudah mencari informasi tentang kegiatan lembaga   |                    |   |    |     |
| 47  | Lembaga HSKS Solo melaksanakan kegiatan sesuai dengan informasi yang disampaikan sebelumnya   |                    |   |    |     |
| 48  | Dengan menimba ilmu di HSKS Solo, saya bersemangat untuk menjadi  |                    |   |    |     |

| No | Pernyataan   | Alternatif Jawaban |   |    |     |
|----|--|--------------------|---|----|-----|
|    |  | SS                 | S | TS | STS |
|    | pembelajar seumur hidup  |                    |   |    |     |
| 49 | HSKS Solo membantu menemukan minat dan bakat saya  |                    |   |    |     |
| 50 | HSKS Solo membantu saya menemukan gaya belajar saya  |                    |   |    |     |
| 51 | Lingkungan belajar di lembaga HSKS Solo sudah kondusif   |                    |   |    |     |
| 52 | Saya dapat menghubungkan dengan baik pelajaran di HSKS Solo dengan kehidupan nyata               |                    |   |    |     |
| 53 | <i>Lifeskill</i> saya terasah saat bersekolah di HSKS Solo                                       |                    |   |    |     |
| 54 | Saya dapat mengandalkan pelayanan di Lembaga HSKS Solo dalam memenuhi cita-cita saya             |                    |   |    |     |
| 55 | HSKS Solo menjamin pendidikan saya di masa depan   |                    |   |    |     |
| 56 | HSKS Solo selalu berupaya untuk memberi fasilitas yang menunjang kegiatan belajar saya           |                    |   |    |     |
| 57 | Penggunaan kurikulum/acuan belajar oleh kakak tutor di lembaga HSKS sesuai dengan kebutuhan saya |                    |   |    |     |
| 58 | Penggunaan kurikulum/acuan belajar oleh kakak tutor di lembaga HSKS sesuai dengan kemampuan saya |                    |   |    |     |
| 59 | Buku-buku yang digunakan untuk belajar tidak <i>uptodate</i>                                     |                    |   |    |     |
| 60 | Buku yang digunakan HSKS Solo untuk saya belajar membantu saya dalam memahami materi             |                    |   |    |     |
| 61 | Minat dan bakat saya terasah karena pelaksanaan kegiatan ekstrakurikuler di HSKS                 |                    |   |    |     |
| 62 | Pelayanan pembina ekstrakurikuler sudah memuaskan  |                    |   |    |     |
| 63 | Waktu pelaksanaan kegiatan ekstrakurikuler sudah sesuai dengan harapan saya                      |                    |   |    |     |

| No   | Pernyataan  | Alternatif Jawaban |   |    |     |
|--|---|--------------------|---|----|-----|
|  |   | SS                 | S | TS | STS |
| 64   | Kakak tutor berpengetahuan luas serta berkompetensi menjawab pertanyaan spesifik dari siswa         |                    |   |    |     |
| 65   | Saya merasa puas terhadap jawaban-jawaban yang dilontarkan oleh kakak tutor                         |                    |   |    |     |
| 66   | Kakak tutor selalu berhasil menjawab rasa penasaran saya terhadap sesuatu                           |                    |   |    |     |
| 67   | Kakak tutor menguasai materi yang dijelaskan  |                    |   |    |     |
| 68   | Pengetahuan saya selama belajar di HSKS Solo tidak pernah meningkat                                 |                    |   |    |     |
| 69   | Lembaga terus berupaya untuk mendorong siswanya meraih prestasi                                     |                    |   |    |     |
| 70   | Kakak tutor membantu saya untuk mudah memahami materi di HSKS Solo                                  |                    |   |    |     |
| 71   | Saya diberi tanda bukti pembayaran setelah saya membayar biaya administratif                        |                    |   |    |     |
| 72   | Saya dapat mengetahui nilai hasil ujian dengan mudah  |                    |   |    |     |
| 73   | HSKS Solo menyimpan data diri saya dengan benar   |                    |   |    |     |
| <b>E. Pernyataan yang berkaitan dengan dimensi Assurance</b> |   |                    |   |    |     |
| 74   | Kakak tutor selalu berpenampilan rapi   |                    |   |    |     |
| 75   | Karyawan selalu berpenampilan rapi  |                    |   |    |     |
| 76   | Kakak tutor selalu bersih dalam berpenampilan   |                    |   |    |     |
| 77   | Karyawan selalu bersih dalam berpenampilan  |                    |   |    |     |
| 78   | Saya sudah puas dengan keamanan lingkungan lembaga HSKS   |                    |   |    |     |
| 79   | Saya tidak yakin untuk meninggalkan barang-barang saya saat di HSKS Solo                            |                    |   |    |     |
| 80   | Saya merasa aman saat belajar di HSKS Solo  |                    |   |    |     |
| 81   | Tersedia tempat untuk saya menunggu saat dijemput di HSKS sehingga saya tidak perlu merasa khawatir |                    |   |    |     |

| No | Pernyataan   | Alternatif Jawaban |   |    |     |
|----|--|--------------------|---|----|-----|
|    |  | SS                 | S | TS | STS |
| 82 | Kondisi lingkungan HSKS Solo memungkinkan saya untuk merasa aman saat berada di area HSKS Solo |                    |   |    |     |
| 83 | Saya melihat kakak tutor berperilaku sopan santun yang dapat saya tiru                         |                    |   |    |     |
| 84 | Saya melihat karyawan berperilaku sopan santun yang dapat saya tiru                            |                    |   |    |     |
| 85 | Kakak tutor selalu hadir tepat waktu untuk mengajar  |                    |   |    |     |
| 86 | Perilaku dan tata krama kakak tutor dan karyawan membuat saya percaya untuk belajar di sini    |                    |   |    |     |
| 87 | Saya melihat kakak tutor bertanggung jawab atas tugasnya                                       |                    |   |    |     |
| 88 | Saya melihat karyawan bertanggung jawab atas tugasnya  |                    |   |    |     |
| 89 | Saya sudah puas dengan tingkat kedisiplinan kakak tutor dalam mengajar                         |                    |   |    |     |
| 90 | Tersedia kotak/layanan P3K yang memadai di HSKS  |                    |   |    |     |
| 91 | Saat saya sakit di HSKS Solo, saya dirawat dengan baik   |                    |   |    |     |

\*) HSKS = *Homeschooling* Kak Seto Solo

### ANGKET SISWA (pernyataan valid)

#### PENILAIAN KEPUASAN PELAYANAN JASA *HOMESCHOOLING* KAK SETO SOLO

Halo, saya Indah Sulistian, Mahasiswi Pendidikan Akuntansi Universitas Negeri Yogyakarta sedang melakukan penelitian Tugas Akhir Skripsi terkait *customer satisfaction* di Lembaga Homeschooling Kak Seto Solo, meminta bantuan adik-adik untuk mengisi kuesioner di bawah ini:

##### A. Identitas Responden

1. Nama : .....
2. Usia : .....
3. Jenis Kelamin : L/P
4. Kelas : .....

##### B. Petunjuk Pengisian

Siswa diminta untuk menjawab semua pertanyaan yang diberikan. Setelah membaca setiap kalimat pernyataan, berilah tanda ceklis (✓) pada pilihan jawaban yang dianggap sesuai dengan keadaan yang sebenarnya.

Keterangan alternatif jawaban:

- SS : Sangat Setuju  
 S : Setuju  
 TS : Tidak Setuju  
 STS: Sangat Tidak Setuju

### C. Pernyataan

| No  | Pernyataan  | Alternatif Jawaban |   |    |     |
|---|---|--------------------|---|----|-----|
|   |   | SS                 | S | TS | STS |
| A. Pernyataan yang berkaitan dengan dimensi <i>Responsiveness</i> |   |                    |   |    |     |
| 1   | Kakak tutor membimbing saya belajar dengan baik   |                    |   |    |     |
| 2   | Kakak tutor tidak mengarahkan saya dalam belajar  |                    |   |    |     |
| 3   | Kakak tutor merespon dengan baik terhadap keluhan saya saat belajar                                 |                    |   |    |     |
| 4   | Kakak tutor memberi respon positif terhadap saran yang saya ajukan                                  |                    |   |    |     |
| 5   | Lembaga HSKS Solo bersikap terbuka terhadap setiap saran yang diajukan oleh siswanya                |                    |   |    |     |
| 6   | Saya selalu memperoleh informasi yang jelas mengenai kegiatan yang akan dilaksanakan oleh HSKS Solo |                    |   |    |     |
| 7   | Kakak tutor dengan sigap menjawab pertanyaan-pertanyaan yang diajukan oleh siswa                    |                    |   |    |     |
| 8   | Kakak tutor dengan segera membantu saya saat saya membutuhkan bantuan                               |                    |   |    |     |
| 9   | Kakak tutor menyambut kedatangan saya dengan hangat   |                    |   |    |     |
| 10  | Ketika saya akan pulang, kakak tutor selalu memberi salam perpisahan                                |                    |   |    |     |
| 11  | Kakak tutor sering menanyakan kabar dan kondisi (keadaan) siswanya                                  |                    |   |    |     |
| 12  | Jika saya tidak hadir, kakak tutor menghubungi saya dan menanyakan ketidakhadiran saya              |                    |   |    |     |
| 13  | Kakak tutor mendampingi saya belajar dengan penuh perhatian sehingga saya merasa nyaman             |                    |   |    |     |
| 14  | Kakak tutor mendampingi saya belajar dengan penuh kesabaran   |                    |   |    |     |
| B. Pernyataan yang berkaitan dengan dimensi <i>Empathy</i>        |   |                    |   |    |     |
| 15  | Kakak tutor tidak pilih kasih   |                    |   |    |     |

| No   | Pernyataan   | Alternatif Jawaban |   |    |     |
|--|--|--------------------|---|----|-----|
|  |  | SS                 | S | TS | STS |
| 16   | Saya dibantu sepenuh hati oleh kakak tutor saat menemukan masalah  |                    |   |    |     |
| 17   | Kakak tutor tidak memberikan perhatian saat saya memiliki masalah dalam belajar                                |                    |   |    |     |
| 18   | Saya sering menerima motivasi belajar dari kakak tutor   |                    |   |    |     |
| 19   | Saya merasa lebih baik setelah dihibur oleh kakak tutor saat mendapat masalah                                  |                    |   |    |     |
| 20   | Kakak tutor tidak berinteraksi dengan baik kepada saya saat di luar kegiatan belajar                           |                    |   |    |     |
| 21   | Kakak tutor berkomunikasi dengan baik kepada saya dalam kegiatan pembelajaran                                  |                    |   |    |     |
| 22   | Kakak tutor dapat mengendalikan amarahnya dengan baik saat mengajar  |                    |   |    |     |
| 23   | Kakak tutor memahami kebutuhan saya dengan baik saat belajar   |                    |   |    |     |
| 24   | Saya merasa senang belajar di lembaga HSKS Solo karena kakak tutor dapat memenuhi kebutuhan saya dalam belajar |                    |   |    |     |
| 25   | Keramahan kakak tutor terhadap siswa-siswanya membuat saya nyaman belajar                                      |                    |   |    |     |
| 26   | Kakak tutor selalu ramah kepada saya   |                    |   |    |     |
| 27   | Karyawan tutor selalu ramah kepada saya  |                    |   |    |     |
| <b>C. Pernyataan yang berkaitan dengan dimensi <i>Tangible</i></b> |  |                    |   |    |     |
| 28   | Kondisi fisik gedung belajar <i>Homeschooling</i> Kak Seto Solo sudah memuaskan                                |                    |   |    |     |
| 29   | Penampilan fasilitas fisik Lembaga HSKS Solo sudah layak digunakan untuk belajar                               |                    |   |    |     |
| 30   | Saya kira area belajar HSKS Solo sudah bersih  |                    |   |    |     |
| 31   | Ketersediaan tempat sampah sudah memadai   |                    |   |    |     |
| 32   | Saya tidak merasa kesulitan saat hendak beribadah  |                    |   |    |     |
| 33   | Saya merasa kesulitan untuk mencari makanan saat berada di HSKS Solo   |                    |   |    |     |

| No  | Pernyataan   | Alternatif Jawaban |   |    |     |
|---|--|--------------------|---|----|-----|
|   |  | SS                 | S | TS | STS |
| 34  | Saya nyaman belajar di gedung HSKS dengan segala fasilitasnya                                    |                    |   |    |     |
| <b>D. Pernyataan yang berkaitan dengan dimensi <i>Reliability</i></b> |  |                    |   |    |     |
| 35  | Saya puas terhadap keterbukaan HSKS tentang program kegiatan pembelajaran                        |                    |   |    |     |
| 36  | Saya mudah mencari informasi tentang kegiatan lembaga  |                    |   |    |     |
| 37  | Lembaga HSKS Solo melaksanakan kegiatan sesuai dengan informasi yang disampaikan sebelumnya      |                    |   |    |     |
| 38  | Dengan menimba ilmu di HSKS Solo, saya bersemangat untuk menjadi pembelajar seumur hidup         |                    |   |    |     |
| 39  | HSKS Solo membantu menemukan minat dan bakat saya  |                    |   |    |     |
| 40  | HSKS Solo membantu saya menemukan gaya belajar saya  |                    |   |    |     |
| 41  | Lingkungan belajar di lembaga HSKS Solo sudah kondusif   |                    |   |    |     |
| 42  | Saya dapat menghubungkan dengan baik pelajaran di HSKS Solo dengan kehidupan nyata               |                    |   |    |     |
| 43  | <i>Lifeskill</i> saya terasah saat bersekolah di HSKS Solo                                       |                    |   |    |     |
| 44  | Saya dapat mengandalkan pelayanan di Lembaga HSKS Solo dalam memenuhi cita-cita saya             |                    |   |    |     |
| 45  | HSKS Solo menjamin pendidikan saya di masa depan   |                    |   |    |     |
| 46  | HSKS Solo selalu berupaya untuk memberi fasilitas yang menunjang kegiatan belajar saya           |                    |   |    |     |
| 47  | Penggunaan kurikulum/acuan belajar oleh kakak tutor di lembaga HSKS sesuai dengan kebutuhan saya |                    |   |    |     |
| 48  | Penggunaan kurikulum/acuan belajar oleh kakak tutor di lembaga HSKS sesuai dengan kemampuan saya |                    |   |    |     |
| 49  | Buku yang digunakan HSKS Solo untuk saya belajar membantu saya dalam                             |                    |   |    |     |



| No   | Pernyataan  | Alternatif Jawaban |   |    |     |
|--|---|--------------------|---|----|-----|
|  |   | SS                 | S | TS | STS |
|  | memahami materi   |                    |   |    |     |
| 50   | Minat dan bakat saya terasah karena pelaksanaan kegiatan ekstrakurikuler di HSKS            |                    |   |    |     |
| 51   | Pelayanan pembina ekstrakurikuler sudah memuaskan   |                    |   |    |     |
| 52   | Waktu pelaksanaan kegiatan ekstrakurikuler sudah sesuai dengan harapan saya                 |                    |   |    |     |
| 53   | Kakak tutor berpengetahuan luas serta berkompetensi menjawab pertanyaan spesifik dari siswa |                    |   |    |     |
| 54   | Saya merasa puas terhadap jawaban-jawaban yang dilontarkan oleh kakak tutor                 |                    |   |    |     |
| 55   | Kakak tutor selalu berhasil menjawab rasa penasaran saya terhadap sesuatu                   |                    |   |    |     |
| 56   | Kakak tutor menguasai materi yang dijelaskan  |                    |   |    |     |
| 57   | Lembaga terus berupaya untuk mendorong siswanya meraih prestasi                             |                    |   |    |     |
| 58   | Kakak tutor membantu saya untuk mudah memahami materi di HSKS Solo                          |                    |   |    |     |
| 59   | Saya diberi tanda bukti pembayaran setelah saya membayar biaya administratif                |                    |   |    |     |
| 60   | Saya dapat mengetahui nilai hasil ujian dengan mudah  |                    |   |    |     |
| 61   | HSKS Solo menyimpan data diri saya dengan benar   |                    |   |    |     |
| <b>E. Pernyataan yang berkaitan dengan dimensi Assurance</b> |   |                    |   |    |     |
| 62   | Kakak tutor selalu berpenampilan rapi   |                    |   |    |     |
| 63   | Karyawan selalu berpenampilan rapi  |                    |   |    |     |
| 64   | Kakak tutor selalu bersih dalam berpenampilan   |                    |   |    |     |
| 65   | Karyawan selalu bersih dalam berpenampilan  |                    |   |    |     |
| 66   | Saya sudah puas dengan keamanan lingkungan lembaga HSKS                                     |                    |   |    |     |

| No | Pernyataan  | Alternatif Jawaban |   |    |     |
|----|---|--------------------|---|----|-----|
|    |   | SS                 | S | TS | STS |
| 67 | Tersedia tempat untuk saya menunggu saat dijemput di HSKS sehingga saya tidak perlu merasa kuatir |                    |   |    |     |
| 68 | Kondisi lingkungan HSKS Solo memungkinkan saya untuk merasa aman saat berada di area HSKS Solo    |                    |   |    |     |
| 69 | Saya melihat kakak tutor berperilaku sopan santun yang dapat saya tiru                            |                    |   |    |     |
| 70 | Saya melihat karyawan berperilaku sopan santun yang dapat saya tiru                               |                    |   |    |     |
| 71 | Kakak tutor selalu hadir tepat waktu untuk mengajar   |                    |   |    |     |
| 72 | Perilaku dan tata krama kakak tutor dan karyawan membuat saya percaya untuk belajar di sini       |                    |   |    |     |
| 73 | Saya melihat kakak tutor bertanggung jawab atas tugasnya  |                    |   |    |     |
| 74 | Saya melihat karyawan bertanggung jawab atas tugasnya   |                    |   |    |     |
| 75 | Saya sudah puas dengan tingkat kedisiplinan kakak tutor dalam mengajar                            |                    |   |    |     |
| 76 | Saat saya sakit di HSKS Solo, saya dirawat dengan baik  |                    |   |    |     |

\*) HSKS = *Homeschooling* Kak Seto Solo

### ANGKET ORANGTUA (yang dibagikan)

#### PENILAIAN KEPUASAN PELAYANAN JASA *HOMESCHOOLING* KAK SETO SOLO

Saya Indah Sulistian, Mahasiswi Jurusan Pendidikan Akuntansi Universitas Negeri Yogyakarta (UNY) sedang melakukan penelitian Tugas Akhir Skripsi terkait *customer satisfaction* atau penilaian kepuasan pelayanan Homeschooling Kak Seto Solo, meminta bantuan bapak/ibu untuk mengisi angket dibawah ini:

##### A. Identitas Responden

1. Nama : .....
2. Usia : .....
3. Jenis Kelamin : L/P
4. Jenjang Pendidikan Anak : .....
5. Pekerjaan : .....

##### B. Petunjuk Pengisian

Orangtua/Wali murid diminta untuk menjawab semua pertanyaan yang diberikan. Setelah membaca setiap kalimat pernyataan, berilah tanda ceklis (✓) pada pilihan jawaban yang dianggap sesuai dengan keadaan yang sebenarnya.

Keterangan alternatif jawaban:

- SS : Sangat Setuju  
 S : Setuju  
 TS : Tidak Setuju  
 STS: Sangat Tidak Setuju

### C. Pernyataan

#### 1. Pernyataan yang berkaitan dengan dimensi *Responsiveness*

| No | Pernyataan   | Alternatif Jawaban |   |    |     |
|----|--|--------------------|---|----|-----|
|    |  | SS                 | S | TS | STS |
| 1  | Tutor mampu membimbing anak dengan baik  |                    |   |    |     |
| 2  | Tutor mampu mengarahkan anak untuk belajar dengan baik                                   |                    |   |    |     |
| 3  | Tutor mampu dengan sigap menjawab pertanyaan-pertanyaan yang diajukan oleh orangtua      |                    |   |    |     |
| 4  | Karyawan mampu dengan sigap menjawab pertanyaan-pertanyaan yang diajukan oleh orangtua   |                    |   |    |     |
| 5  | Tutor segera menindaklanjuti keluhan orangtua  |                    |   |    |     |
| 6  | Karyawan segera menindaklanjuti keluhan orangtua   |                    |   |    |     |
| 7  | Tutor bersikap terbuka terhadap kritik yang diberikan oleh orangtua                      |                    |   |    |     |
| 8  | Karyawan <b>tidak</b> mau menerima kritik yang diberikan oleh orangtua                   |                    |   |    |     |
| 9  | Tutor bersikap terbuka terhadap setiap saran yang diajukan oleh orangtua                 |                    |   |    |     |
| 10 | Karyawan bersikap terbuka terhadap setiap saran yang diajukan oleh orangtua              |                    |   |    |     |
| 11 | Tutor mengabaikan saran-saran yang diajukan oleh orangtua                                |                    |   |    |     |
| 12 | Karyawan mengabaikan saran-saran yang diajukan oleh orangtua                             |                    |   |    |     |
| 13 | Orangtua merasa puas terhadap kejelasan dalam penyampaian informasi oleh pihak HSKS Solo |                    |   |    |     |
| 14 | Sering terjadi kesalahpahaman informasi antara orangtua dan pihak HSKS Solo              |                    |   |    |     |
| 15 | Karyawan selalu siap melayani orangtua   |                    |   |    |     |
| 16 | Tutor selalu siap melayani orangtua  |                    |   |    |     |
| 17 | Tutor tidak dengan sigap membantu orangtua yang membutuhkan bantuan                      |                    |   |    |     |
| 18 | Layanan administratif oleh karyawan memuaskan  |                    |   |    |     |
| 19 | Prosedur pelayanan lembaga terlalu rumit   |                    |   |    |     |

## 2. Pernyataan yang berkaitan dengan dimensi *Empathy*

| No | Pernyataan  | Alternatif Jawaban |   |    |     |
|----|---|--------------------|---|----|-----|
|    |   | SS                 | S | TS | STS |
| 20 | Karyawan menyambut kedatangan orangtua dengan hangat                                    |                    |   |    |     |
| 21 | Tutor menyambut kedatangan orangtua dengan hangat                                       |                    |   |    |     |
| 22 | Karyawan <b>tidak</b> memberikan salam perpisahan kepada orangtua dengan hangat         |                    |   |    |     |
| 23 | Tutor memberikan salam perpisahan kepada orangtua dengan hangat                         |                    |   |    |     |
| 24 | Perilaku tutor dalam berinteraksi dengan orangtua adalah baik                           |                    |   |    |     |
| 25 | Perilaku karyawan dalam berinteraksi dengan orangtua adalah baik                        |                    |   |    |     |
| 26 | Tutor <b>tidak</b> mampu memahami keinginan orangtua terhadap lembaga                   |                    |   |    |     |
| 27 | Karyawan tidak mampu memahami keinginan orangtua terhadap lembaga                       |                    |   |    |     |
| 28 | Tutor mampu memahami kebutuhan orangtua terhadap lembaga                                |                    |   |    |     |
| 29 | Karyawan <b>tidak</b> mampu memahami kebutuhan orangtua terhadap lembaga                |                    |   |    |     |
| 30 | Sering terjadi kesalahpahaman antara orangtua dan pihak lembaga                         |                    |   |    |     |
| 31 | Tutor berkomunikasi dengan baik kepada orangtua terkait program pembelajaran            |                    |   |    |     |
| 32 | Tutor selalu memberi senyum, salam dan sapa kepada orangtua siswa                       |                    |   |    |     |
| 33 | Karyawan selalu memberi senyum, salam dan sapa kepada orangtua siswa                    |                    |   |    |     |
| 34 | Karyawan bersikap sabar dalam melayani orangtua   |                    |   |    |     |
| 35 | Tutor bersikap tidak sabar saat menghadapi orangtua siswa                               |                    |   |    |     |
| 36 | Tutor memberikan perhatiannya untuk mendengarkan masalah orangtua siswa                 |                    |   |    |     |
| 37 | Karyawan mencurahkan perhatiannya untuk mendengarkan masalah orangtua siswa             |                    |   |    |     |
| 38 | Sewaktu orangtua mendapat masalah, karyawan bersikap anitpati terhadap masalah orangtua |                    |   |    |     |
| 39 | Sewaktu orangtua mendapat masalah, tutor bersikap simpatik terhadap orangtua            |                    |   |    |     |

### 3. Pernyataan yang berkaitan dengan dimensi *Tangible*

| No | Pernyataan  | Alternatif Jawaban |   |    |     |
|----|---|--------------------|---|----|-----|
|    |   | SS                 | S | TS | STS |
| 40 | Kondisi fisik gedung belajar <i>Homeschooling</i> Kak Seto Solo sudah memuaskan                                       |                    |   |    |     |
| 41 | Penampilan fasilitas fisik Lembaga HSKS Solo sudah sepadan dengan jenis jasa yang diberikan berupa layanan pendidikan |                    |   |    |     |
| 42 | Pencahayaannya di gedung belajar HSKS Solo sudah pas untuk belajar  |                    |   |    |     |
| 43 | Saat berkunjung, saya merasa tidak nyaman karena udaranya panas   |                    |   |    |     |
| 44 | Saat berkunjung, saya merasa nyaman karena lingkungannya bersih   |                    |   |    |     |
| 45 | Kondisi kebersihan toilet sudah cukup memuaskan dan layak untuk digunakan   |                    |   |    |     |
| 46 | Tersedia tempat yang nyaman untuk menunggu anak saat belajar di HSKS  |                    |   |    |     |
| 47 | Orangtua tidak kesulitan saat memarkirkan kendaraan ketika berkunjung ke HSKS Solo                                    |                    |   |    |     |
| 48 | Saat berada di lembaga, saya mengalami kesulitan dalam menunaikan ibadah dikarenakan minimnya fasilitas untuk ibadah  |                    |   |    |     |
| 49 | Sarana pendukung berupa musholla memiliki tempat yang luas  |                    |   |    |     |
| 50 | Sarana pendukung berupa kantin sudah terfasilitasi dengan baik  |                    |   |    |     |
| 51 | Sarana pendukung berupa perpustakaan sudah optimal  |                    |   |    |     |

### 4. Pernyataan yang berkaitan dengan dimensi *Reliability*

| No | Pernyataan  | Alternatif Jawaban |   |    |     |
|----|---|--------------------|---|----|-----|
|    |   | SS                 | S | TS | STS |
| 52 | Pelaksanaan kegiatan ekstrakurikuler untuk mengembangkan minat dan bakat anak di lembaga HSKS sudah memuaskan |                    |   |    |     |
| 53 | Minat dan bakat anak saya semakin terasah setelah mengikuti program ekstrakurikuler dari HSKS Solo            |                    |   |    |     |
| 54 | Lembaga menyediakan pembina ekstrakurikuler yang andal  |                    |   |    |     |
| 55 | Ekstrakurikuler yang diadakan oleh lembaga sama sekali tidak membantu anak saya mengembangkan minat bakatnya  |                    |   |    |     |
| 56 | Keterbukaan HSKS tentang pendanaan untuk kegiatan pembelajaran lembaga masih kurang                           |                    |   |    |     |
| 57 | Lembaga tidak pernah memberikan bukti pembayaran administrative   |                    |   |    |     |

| No | Pernyataan   | Alternatif Jawaban |   |    |     |
|----|--|--------------------|---|----|-----|
|    |  | SS                 | S | TS | STS |
| 58 | Saya mengetahui kemana biaya pendidikan yang saya bayarkan digunakan oleh lembaga                          |                    |   |    |     |
| 59 | Lembaga HSKS Solo sering melakukan kesalahan dalam penulisan data diri siswa                               |                    |   |    |     |
| 60 | Lembaga HSKS Solo tidak merekap data administrasi pembiayaan dengan disiplin                               |                    |   |    |     |
| 61 | Lembaga HSKS Solo selalu mengupayakan catatan ( <i>records</i> ) yang bebas dari kesalahan                 |                    |   |    |     |
| 62 | Lembaga HSKS Solo melibatkan orangtua dengan baik dalam program pembelajaran lembaga                       |                    |   |    |     |
| 63 | Lembaga HSKS Solo menjalin kerjasama yang baik antara kedua belah pihak baik orangtua maupun lembaga       |                    |   |    |     |
| 64 | Lembaga tidak menepati kesepakatan yang telah dibuat   |                    |   |    |     |
| 65 | Lembaga tidak pernah memberikan informasi secara mendadak  |                    |   |    |     |
| 66 | Lembaga menyediakan layanan/kegiatan sesuai dengan apa yang telah diinformasikan sebelumnya                |                    |   |    |     |
| 67 | Secara kognitif (pengetahuan) kemampuan anak tidak mengalami peningkatan selama belajar di lembaga HSKS    |                    |   |    |     |
| 68 | Tidak hanya menanamkan nilai-nilai akademis, lembaga juga menerapkan nilai-nilai karakter kepada anak saya |                    |   |    |     |
| 69 | Lembaga HSKS juga mengajarkan <i>lifeskill</i> yang baik terhadap anak saya                                |                    |   |    |     |
| 70 | Lembaga HSKS menghasilkan lulusan dengan ciri khas kepribadian yang baik                                   |                    |   |    |     |
| 71 | Lembaga memiliki tutor yang memberikan perhatian personal kepada orangtua                                  |                    |   |    |     |
| 72 | Lembaga memiliki karyawan yang memberikan perhatian personal kepada orangtua                               |                    |   |    |     |
| 73 | Sewaktu orangtua mendapat masalah, tutor bersungguh-sungguh memberi perhatian terhadap orangtua            |                    |   |    |     |
| 74 | Sewaktu orangtua mendapat masalah, karyawan bersungguh-sungguh memberi perhatian terhadap orangtua         |                    |   |    |     |

### 5. Pernyataan yang berkaitan dengan dimensi *Assurance*

| No | Pernyataan   | Alternatif Jawaban |   |    |     |
|----|--|--------------------|---|----|-----|
|    |  | SS                 | S | TS | STS |
| 75 | Tutor selalu berpenampilan rapi  |                    |   |    |     |
| 76 | Karyawan selalu berpenampilan rapi   |                    |   |    |     |
| 77 | Tutor selalu bersih dalam berpenampilan  |                    |   |    |     |
| 78 | Karyawan selalu bersih dalam berpenampilan   |                    |   |    |     |
| 79 | Saya merasa aman ketika berurusan dengan pihak lembaga HSKS Solo   |                    |   |    |     |
| 80 | Lembaga HSKS Solo selalu berupaya untuk menumbuhkan rasa percaya ( <i>trust</i> ) pada orangtua siswa terhadap lembaga |                    |   |    |     |
| 81 | Pihak HSKS Solo sulit dihubungi  |                    |   |    |     |
| 82 | Pelayanan lembaga mampu menumbuhkan rasa percaya pada orangtua lewat perilaku tutor yang bertanggung jawab             |                    |   |    |     |
| 83 | Tutor lembaga HSKS Solo tidak disiplin   |                    |   |    |     |
| 84 | Karyawan lembaga HSKS Solo disiplin  |                    |   |    |     |
| 85 | Tutor selalu berperilaku terpuji yang patut dicontoh oleh anak-anak  |                    |   |    |     |
| 86 | Tersedia kotak/layanan P3K di HSKS   |                    |   |    |     |
| 87 | Anak saya memperoleh perawatan yang baik jika sakit di HSKS Solo   |                    |   |    |     |
| 88 | Keamanan lingkungan lembaga belum terjamin   |                    |   |    |     |
| 89 | Anak saya selalu mengalami kehilangan barang selama berada di lokasi lembaga   |                    |   |    |     |

\*) HSKS = *Homeschooling* Kak Seto

Terima kasih telah membantu ☺



### ANGKET ORANGTUA (pernyataan valid)

#### PENILAIAN KEPUASAN PELAYANAN JASA *HOMESCHOOLING* KAK SETO SOLO

Saya Indah Sulistian, Mahasiswi Jurusan Pendidikan Akuntansi Universitas Negeri Yogyakarta (UNY) sedang melakukan penelitian Tugas Akhir Skripsi terkait *customer satisfaction* atau penilaian kepuasan pelayanan Homeschooling Kak Seto Solo, meminta bantuan bapak/ibu untuk mengisi angket dibawah ini:

##### A. Identitas Responden

1. Nama : .....
2. Usia : .....
3. Jenis Kelamin : L/P
4. Jenjang Pendidikan Anak : .....
5. Pekerjaan : .....

##### B. Petunjuk Pengisian

Orangtua/Wali murid diminta untuk menjawab semua pertanyaan yang diberikan. Setelah membaca setiap kalimat pernyataan, berilah tanda ceklis (✓) pada pilihan jawaban yang dianggap sesuai dengan keadaan yang sebenarnya.

Keterangan alternatif jawaban:

- SS : Sangat Setuju  
 S : Setuju  
 TS : Tidak Setuju  
 STS: Sangat Tidak Setuju

### C. Pernyataan

#### 1. Pernyataan yang berkaitan dengan dimensi *Responsiveness*

| No | Pernyataan   | Alternatif Jawaban |   |    |     |
|----|--|--------------------|---|----|-----|
|    |  | SS                 | S | TS | STS |
| 1  | Tutor mampu membimbing anak dengan baik  |                    |   |    |     |
| 2  | Tutor mampu mengarahkan anak untuk belajar dengan baik                                   |                    |   |    |     |
| 3  | Tutor mampu dengan sigap menjawab pertanyaan-pertanyaan yang diajukan oleh orangtua      |                    |   |    |     |
| 4  | Karyawan mampu dengan sigap menjawab pertanyaan-pertanyaan yang diajukan oleh orangtua   |                    |   |    |     |
| 5  | Tutor segera menindaklanjuti keluhan orangtua  |                    |   |    |     |
| 6  | Karyawan segera menindaklanjuti keluhan orangtua   |                    |   |    |     |
| 7  | Tutor bersikap terbuka terhadap kritik yang diberikan oleh orangtua                      |                    |   |    |     |
| 8  | Karyawan <b>tidak</b> mau menerima kritik yang diberikan oleh orangtua                   |                    |   |    |     |
| 9  | Tutor bersikap terbuka terhadap setiap saran yang diajukan oleh orangtua                 |                    |   |    |     |
| 10 | Karyawan bersikap terbuka terhadap setiap saran yang diajukan oleh orangtua              |                    |   |    |     |
| 11 | Tutor mengabaikan saran-saran yang diajukan oleh orangtua                                |                    |   |    |     |
| 12 | Karyawan mengabaikan saran-saran yang diajukan oleh orangtua                             |                    |   |    |     |
| 13 | Orangtua merasa puas terhadap kejelasan dalam penyampaian informasi oleh pihak HSKS Solo |                    |   |    |     |
| 14 | Sering terjadi kesalahpahaman informasi antara orangtua dan pihak HSKS Solo              |                    |   |    |     |
| 15 | Karyawan selalu siap melayani orangtua   |                    |   |    |     |
| 16 | Tutor selalu siap melayani orangtua  |                    |   |    |     |
| 17 | Tutor tidak dengan sigap membantu orangtua yang membutuhkan bantuan                      |                    |   |    |     |
| 18 | Layanan administratif oleh karyawan memuaskan  |                    |   |    |     |

#### 2. Pernyataan yang berkaitan dengan dimensi *Empathy*

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 19 | Karyawan menyambut kedatangan orangtua dengan hangat |  |  |  |  |
|----|--|--|--|--|--|

| No   | Pernyataan  | Alternatif Jawaban |   |    |     |
|--|---|--------------------|---|----|-----|
|  |   | SS                 | S | TS | STS |
| 20   | Tutor menyambut kedatangan orangtua dengan hangat                                       |                    |   |    |     |
| 21   | Karyawan <b>tidak</b> memberikan salam perpisahan kepada orangtua dengan hangat         |                    |   |    |     |
| 22   | Tutor memberikan salam perpisahan kepada orangtua dengan hangat                         |                    |   |    |     |
| 23   | Perilaku tutor dalam berinteraksi dengan orangtua adalah baik                           |                    |   |    |     |
| 24   | Perilaku karyawan dalam berinteraksi dengan orangtua adalah baik                        |                    |   |    |     |
| 25   | Tutor <b>tidak</b> mampu memahami keinginan orangtua terhadap lembaga                   |                    |   |    |     |
| 26   | Karyawan tidak mampu memahami keinginan orangtua terhadap lembaga                       |                    |   |    |     |
| 27   | Tutor mampu memahami kebutuhan orangtua terhadap lembaga                                |                    |   |    |     |
| 28   | Karyawan <b>tidak</b> mampu memahami kebutuhan orangtua terhadap lembaga                |                    |   |    |     |
| 29   | Sering terjadi kesalahpahaman antara orangtua dan pihak lembaga                         |                    |   |    |     |
| 30   | Tutor berkomunikasi dengan baik kepada orangtua terkait program pembelajaran            |                    |   |    |     |
| 31   | Tutor selalu memberi senyum, salam dan sapa kepada orangtua siswa                       |                    |   |    |     |
| 32   | Karyawan selalu memberi senyum, salam dan sapa kepada orangtua siswa                    |                    |   |    |     |
| 33   | Karyawan bersikap sabar dalam melayani orangtua   |                    |   |    |     |
| 34   | Tutor bersikap tidak sabar saat menghadapi orangtua siswa                               |                    |   |    |     |
| 35   | Tutor memberikan perhatiannya untuk mendengarkan masalah orangtua siswa                 |                    |   |    |     |
| 36   | Karyawan mencurahkan perhatiannya untuk mendengarkan masalah orangtua siswa             |                    |   |    |     |
| 37   | Sewaktu orangtua mendapat masalah, karyawan bersikap anitpati terhadap masalah orangtua |                    |   |    |     |
| 38   | Sewaktu orangtua mendapat masalah, tutor bersikap simpatik terhadap orangtua            |                    |   |    |     |
| <b>3. Pernyataan yang berkaitan dengan dimensi <i>Tangible</i></b> |   |                    |   |    |     |
| 39   | Kondisi fisik gedung belajar <i>Homeschooling</i> Kak Seto Solo sudah memuaskan         |                    |   |    |     |

| No | Pernyataan   | Alternatif Jawaban |   |    |     |
|----|--|--------------------|---|----|-----|
|    |  | SS                 | S | TS | STS |
| 40 | Pencahayaan di gedung belajar HSKS Solo sudah pas untuk belajar  |                    |   |    |     |
| 41 | Saat berkunjung, saya merasa tidak nyaman karena udaranya panas  |                    |   |    |     |
| 42 | Kondisi kebersihan toilet sudah cukup memuaskan dan layak untuk digunakan  |                    |   |    |     |
| 43 | Tersedia tempat yang nyaman untuk menunggu anak saat belajar di HSKS   |                    |   |    |     |
| 44 | Saat berada di lembaga, saya mengalami kesulitan dalam menunaikan ibadah dikarenakan minimnya fasilitas untuk ibadah |                    |   |    |     |
| 45 | Sarana pendukung berupa musholla memiliki tempat yang luas   |                    |   |    |     |
| 46 | Sarana pendukung berupa kantin sudah terfasilitasi dengan baik   |                    |   |    |     |
| 47 | Sarana pendukung berupa perpustakaan sudah optimal   |                    |   |    |     |
| 48 | Pelaksanaan kegiatan ekstrakurikuler untuk mengembangkan minat dan bakat anak di lembaga HSKS sudah memuaskan        |                    |   |    |     |

**4. Pernyataan yang berkaitan dengan dimensi *Reliability***

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 49 | Minat dan bakat anak saya semakin terasah setelah mengikuti program ekstrakurikuler dari HSKS Solo           |  |  |  |  |
| 50 | Lembaga menyediakan pembina ekstrakurikuler yang andal   |  |  |  |  |
| 51 | Ekstrakurikuler yang diadakan oleh lembaga sama sekali tidak membantu anak saya mengembangkan minat bakatnya |  |  |  |  |
| 52 | Keterbukaan HSKS tentang pendanaan untuk kegiatan pembelajaran lembaga masih kurang                          |  |  |  |  |
| 53 | Lembaga tidak pernah memberikan bukti pembayaran administrative  |  |  |  |  |
| 54 | Lembaga HSKS Solo sering melakukan kesalahan dalam penulisan data diri siswa                                 |  |  |  |  |
| 55 | Lembaga HSKS Solo tidak merekap data administrasi pembiayaan dengan disiplin                                 |  |  |  |  |
| 56 | Lembaga HSKS Solo melibatkan orangtua dengan baik dalam program pembelajaran lembaga                         |  |  |  |  |
| 57 | Lembaga HSKS Solo menjalin kerjasama yang baik antara kedua belah pihak baik orangtua maupun lembaga         |  |  |  |  |
| 58 | Lembaga menyediakan layanan/kegiatan sesuai dengan apa yang telah diinformasikan sebelumnya                  |  |  |  |  |
| 59 | Secara kognitif (pengetahuan) kemampuan anak tidak mengalami peningkatan selama belajar di lembaga HSKS      |  |  |  |  |

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 60 | Tidak hanya menanamkan nilai-nilai akademis, lembaga juga menerapkan nilai-nilai karakter kepada anak saya |  |  |  |  |
| 61 | Lembaga HSKS juga mengajarkan <i>lifeskill</i> yang baik terhadap anak saya                                |  |  |  |  |
| 62 | Lembaga HSKS menghasilkan lulusan dengan ciri khas kepribadian yang baik                                   |  |  |  |  |
| 63 | Lembaga memiliki tutor yang memberikan perhatian personal kepada orangtua                                  |  |  |  |  |
| 64 | Lembaga memiliki karyawan yang memberikan perhatian personal kepada orangtua                               |  |  |  |  |
| 65 | Sewaktu orangtua mendapat masalah, tutor bersungguh-sungguh memberi perhatian terhadap orangtua            |  |  |  |  |
| 66 | Sewaktu orangtua mendapat masalah, karyawan bersungguh-sungguh memberi perhatian terhadap orangtua         |  |  |  |  |

### 5. Pernyataan yang berkaitan dengan dimensi *Assurance*

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 67 | Tutor selalu berpenampilan rapi  |  |  |  |  |
| 68 | Karyawan selalu berpenampilan rapi   |  |  |  |  |
| 69 | Tutor selalu bersih dalam berpenampilan  |  |  |  |  |
| 70 | Karyawan selalu bersih dalam berpenampilan   |  |  |  |  |
| 71 | Saya merasa aman ketika berurusan dengan pihak lembaga HSKS Solo   |  |  |  |  |
| 72 | Lembaga HSKS Solo selalu berupaya untuk menumbuhkan rasa percaya ( <i>trust</i> ) pada orangtua siswa terhadap lembaga |  |  |  |  |
| 73 | Pihak HSKS Solo sulit dihubungi  |  |  |  |  |
| 74 | Pelayanan lembaga mampu menumbuhkan rasa percaya pada orangtua lewat perilaku tutor yang bertanggung jawab             |  |  |  |  |
| 75 | Tutor lembaga HSKS Solo tidak disiplin   |  |  |  |  |
| 76 | Tutor selalu berperilaku terpuji yang patut dicontoh oleh anak-anak  |  |  |  |  |
| 77 | Tersedia kotak/layanan P3K di HSKS   |  |  |  |  |
| 78 | Anak saya memperoleh perawatan yang baik jika sakit di HSKS Solo   |  |  |  |  |
| 79 | Keamanan lingkungan lembaga belum terjamin   |  |  |  |  |
| 80 | Anak saya selalu mengalami kehilangan barang selama berada di lokasi lembaga   |  |  |  |  |

\*) HSKS = *Homeschooling* Kak Seto



|   | Total               |
|---|---------------------|
| VAR0 Pearson Correlation<br>0001 Sig. (2-tailed)<br>N | .654<br>.000<br>32  |
| VAR0 Pearson Correlation<br>0002 Sig. (2-tailed)<br>N | .386<br>.029<br>32  |
| VAR0 Pearson Correlation<br>0003 Sig. (2-tailed)<br>N | .631<br>.000<br>32  |
| VAR0 Pearson Correlation<br>0004 Sig. (2-tailed)<br>N | .127<br>.490<br>32  |
| VAR0 Pearson Correlation<br>0005 Sig. (2-tailed)<br>N | .252<br>.164<br>32  |
| VAR0 Pearson Correlation<br>0006 Sig. (2-tailed)<br>N | .410<br>.020<br>32  |
| VAR0 Pearson Correlation<br>0007 Sig. (2-tailed)<br>N | .319<br>.075<br>32  |
| VAR0 Pearson Correlation<br>0008 Sig. (2-tailed)<br>N | .297<br>.099<br>32  |
| VAR0 Pearson Correlation<br>0009 Sig. (2-tailed)<br>N | .356<br>.045<br>32  |
| VAR0 Pearson Correlation<br>0010 Sig. (2-tailed)<br>N | -.347<br>.052<br>32 |

|   | Total              |
|---|--------------------|
| VAR00 Pearson Correlation<br>011 Sig. (2-tailed)<br>N | .486<br>.005<br>32 |
| VAR00 Pearson Correlation<br>012 Sig. (2-tailed)<br>N | .707<br>.000<br>32 |
| VAR00 Pearson Correlation<br>013 Sig. (2-tailed)<br>N | .685<br>.000<br>32 |
| VAR00 Pearson Correlation<br>014 Sig. (2-tailed)<br>N | .240<br>.187<br>32 |
| VAR00 Pearson Correlation<br>015 Sig. (2-tailed)<br>N | .490<br>.004<br>32 |
| VAR00 Pearson Correlation<br>016 Sig. (2-tailed)<br>N | .380<br>.032<br>32 |
| VAR00 Pearson Correlation<br>017 Sig. (2-tailed)<br>N | .515<br>.003<br>32 |
| VAR00 Pearson Correlation<br>018 Sig. (2-tailed)<br>N | .367<br>.039<br>32 |
| VAR00 Pearson Correlation<br>019 Sig. (2-tailed)<br>N | .539<br>.001<br>32 |
| VAR00 Pearson Correlation<br>020 Sig. (2-tailed)<br>N | .439<br>.012<br>32 |

|   | Total              |
|---|--------------------|
| VAR0 Pearson Correlation<br>0021 Sig. (2-tailed)<br>N | .420<br>.017<br>32 |
| VAR0 Pearson Correlation<br>0022 Sig. (2-tailed)<br>N | .661<br>.000<br>32 |
| VAR0 Pearson Correlation<br>0023 Sig. (2-tailed)<br>N | .535<br>.002<br>32 |
| VAR0 Pearson Correlation<br>0024 Sig. (2-tailed)<br>N | .627<br>.000<br>32 |
| VAR0 Pearson Correlation<br>0025 Sig. (2-tailed)<br>N | .668<br>.000<br>32 |
| VAR0 Pearson Correlation<br>0026 Sig. (2-tailed)<br>N | .350<br>.049<br>32 |
| VAR0 Pearson Correlation<br>0027 Sig. (2-tailed)<br>N | .785<br>.000<br>32 |
| VAR0 Pearson Correlation<br>0028 Sig. (2-tailed)<br>N | .710<br>.000<br>32 |
| VAR0 Pearson Correlation<br>0029 Sig. (2-tailed)<br>N | .410<br>.020<br>32 |
| VAR0 Pearson Correlation<br>0030 Sig. (2-tailed)<br>N | .668<br>.000<br>32 |

|   | Total               |
|---|---------------------|
| VAR0 Pearson Correlation<br>0031 Sig. (2-tailed)<br>N | .447<br>.010<br>32  |
| VAR0 Pearson Correlation<br>0032 Sig. (2-tailed)<br>N | .698<br>.000<br>32  |
| VAR0 Pearson Correlation<br>0033 Sig. (2-tailed)<br>N | .698<br>.000<br>32  |
| VAR0 Pearson Correlation<br>0034 Sig. (2-tailed)<br>N | .600<br>.000<br>32  |
| VAR0 Pearson Correlation<br>0035 Sig. (2-tailed)<br>N | .618<br>.000<br>32  |
| VAR0 Pearson Correlation<br>0036 Sig. (2-tailed)<br>N | .293<br>.104<br>32  |
| VAR0 Pearson Correlation<br>0037 Sig. (2-tailed)<br>N | .623<br>.000<br>32  |
| VAR0 Pearson Correlation<br>0038 Sig. (2-tailed)<br>N | -.076<br>.681<br>32 |
| VAR0 Pearson Correlation<br>0039 Sig. (2-tailed)<br>N | .540<br>.001<br>32  |
| VAR0 Pearson Correlation<br>0040 Sig. (2-tailed)<br>N | .386<br>.029<br>32  |

|   | Total              |
|---|--------------------|
| VAR0 Pearson Correlation<br>0041 Sig. (2-tailed)<br>N | .352<br>.048<br>32 |
| VAR0 Pearson Correlation<br>0042 Sig. (2-tailed)<br>N | .159<br>.384<br>32 |
| VAR0 Pearson Correlation<br>0043 Sig. (2-tailed)<br>N | .145<br>.428<br>32 |
| VAR0 Pearson Correlation<br>0044 Sig. (2-tailed)<br>N | .618<br>.000<br>32 |
| VAR0 Pearson Correlation<br>0045 Sig. (2-tailed)<br>N | .646<br>.000<br>32 |
| VAR0 Pearson Correlation<br>0046 Sig. (2-tailed)<br>N | .572<br>.001<br>32 |
| VAR0 Pearson Correlation<br>0047 Sig. (2-tailed)<br>N | .759<br>.000<br>32 |
| VAR0 Pearson Correlation<br>0048 Sig. (2-tailed)<br>N | .697<br>.000<br>32 |
| VAR0 Pearson Correlation<br>0049 Sig. (2-tailed)<br>N | .717<br>.000<br>32 |
| VAR0 Pearson Correlation<br>0050 Sig. (2-tailed)<br>N | .742<br>.000<br>32 |

|   | Total              |
|---|--------------------|
| VAR00 Pearson Correlation<br>051 Sig. (2-tailed)<br>N | .813<br>.000<br>32 |
| VAR00 Pearson Correlation<br>052 Sig. (2-tailed)<br>N | .697<br>.000<br>32 |
| VAR00 Pearson Correlation<br>053 Sig. (2-tailed)<br>N | .529<br>.002<br>32 |
| VAR00 Pearson Correlation<br>054 Sig. (2-tailed)<br>N | .737<br>.000<br>32 |
| VAR00 Pearson Correlation<br>055 Sig. (2-tailed)<br>N | .781<br>.000<br>32 |
| VAR00 Pearson Correlation<br>056 Sig. (2-tailed)<br>N | .703<br>.000<br>32 |
| VAR00 Pearson Correlation<br>057 Sig. (2-tailed)<br>N | .808<br>.000<br>32 |
| VAR00 Pearson Correlation<br>058 Sig. (2-tailed)<br>N | .647<br>.000<br>32 |
| VAR00 Pearson Correlation<br>059 Sig. (2-tailed)<br>N | .129<br>.481<br>32 |
| VAR00 Pearson Correlation<br>060 Sig. (2-tailed)<br>N | .538<br>.001<br>32 |

|   | Total               |
|---|---------------------|
| VAR00 Pearson Correlation<br>061 Sig. (2-tailed)<br>N | .681<br>.000<br>32  |
| VAR00 Pearson Correlation<br>062 Sig. (2-tailed)<br>N | .581<br>.000<br>32  |
| VAR00 Pearson Correlation<br>063 Sig. (2-tailed)<br>N | .704<br>.000<br>32  |
| VAR00 Pearson Correlation<br>064 Sig. (2-tailed)<br>N | .593<br>.000<br>32  |
| VAR00 Pearson Correlation<br>065 Sig. (2-tailed)<br>N | .743<br>.000<br>32  |
| VAR00 Pearson Correlation<br>066 Sig. (2-tailed)<br>N | .790<br>.000<br>32  |
| VAR00 Pearson Correlation<br>067 Sig. (2-tailed)<br>N | .735<br>.000<br>32  |
| VAR00 Pearson Correlation<br>068 Sig. (2-tailed)<br>N | -.024<br>.896<br>32 |
| VAR00 Pearson Correlation<br>069 Sig. (2-tailed)<br>N | .689<br>.000<br>32  |
| VAR00 Pearson Correlation<br>070 Sig. (2-tailed)<br>N | .810<br>.000<br>32  |

|   | Total               |
|---|---------------------|
| VAR00 Pearson Correlation<br>071 Sig. (2-tailed)<br>N | .653<br>.000<br>32  |
| VAR00 Pearson Correlation<br>072 Sig. (2-tailed)<br>N | .737<br>.000<br>32  |
| VAR00 Pearson Correlation<br>073 Sig. (2-tailed)<br>N | .611<br>.000<br>32  |
| VAR00 Pearson Correlation<br>074 Sig. (2-tailed)<br>N | .657<br>.000<br>32  |
| VAR00 Pearson Correlation<br>075 Sig. (2-tailed)<br>N | .721<br>.000<br>32  |
| VAR00 Pearson Correlation<br>076 Sig. (2-tailed)<br>N | .547<br>.001<br>32  |
| VAR00 Pearson Correlation<br>077 Sig. (2-tailed)<br>N | .662<br>.000<br>32  |
| VAR00 Pearson Correlation<br>078 Sig. (2-tailed)<br>N | .697<br>.000<br>32  |
| VAR00 Pearson Correlation<br>079 Sig. (2-tailed)<br>N | -.209<br>.251<br>32 |
| VAR00 Pearson Correlation<br>080 Sig. (2-tailed)<br>N | .299<br>.096<br>32  |

|   | Total              |
|---|--------------------|
| VAR0 Pearson Correlation<br>0081 Sig. (2-tailed)<br>N | .398<br>.024<br>32 |
| VAR0 Pearson Correlation<br>0082 Sig. (2-tailed)<br>N | .497<br>.004<br>32 |
| VAR0 Pearson Correlation<br>0083 Sig. (2-tailed)<br>N | .790<br>.000<br>32 |
| VAR0 Pearson Correlation<br>0084 Sig. (2-tailed)<br>N | .726<br>.000<br>32 |
| VAR0 Pearson Correlation<br>0085 Sig. (2-tailed)<br>N | .502<br>.003<br>32 |
| VAR0 Pearson Correlation<br>0086 Sig. (2-tailed)<br>N | .810<br>.000<br>32 |
| VAR0 Pearson Correlation<br>0087 Sig. (2-tailed)<br>N | .816<br>.000<br>32 |
| VAR0 Pearson Correlation<br>0088 Sig. (2-tailed)<br>N | .494<br>.004<br>32 |
| VAR0 Pearson Correlation<br>0089 Sig. (2-tailed)<br>N | .727<br>.000<br>32 |
| VAR0 Pearson Correlation<br>0090 Sig. (2-tailed)<br>N | .137<br>.456<br>32 |

|   | Total              |
|---|--------------------|
| VAR Pearson Correlation<br>00091 Sig. (2-tailed)<br>N | .724<br>.000<br>32 |
| Total Pearson Correlation<br>1 Sig. (2-tailed)<br>N   | 1<br>32            |



Item-Total Statistics

|          | Scale<br>Mean if<br>Item<br>Deleted | Scale<br>Variance<br>if Item<br>Deleted | Corrected<br>Item-Total<br>Correlation | Cronbach's<br>Alpha if<br>Item<br>Deleted |
|----------|-------------------------------------|---|--|---|
| VAR00001 | 261.4063                            | 834.572                                 | .643                                   | .967                                      |
| VAR00002 | 261.7500                            | 834.387                                 | .359                                   | .968                                      |
| VAR00003 | 261.4375                            | 831.673                                 | .618                                   | .967                                      |
| VAR00004 | 262.0000                            | 848.516                                 | .100                                   | .969                                      |
| VAR00005 | 261.7813                            | 843.209                                 | .228                                   | .968                                      |
| VAR00006 | 261.4063                            | 840.443                                 | .393                                   | .968                                      |
| VAR00007 | 261.5313                            | 841.031                                 | .297                                   | .968                                      |
| VAR00008 | 261.7813                            | 843.531                                 | .277                                   | .968                                      |
| VAR00009 | 261.7500                            | 838.968                                 | .334                                   | .968                                      |
| VAR00010 | 261.9688                            | 867.193                                 | -.366                                  | .969                                      |
| VAR00011 | 261.6563                            | 837.910                                 | .471                                   | .968                                      |
| VAR00012 | 261.5000                            | 830.323                                 | .697                                   | .967                                      |
| VAR00013 | 261.4688                            | 828.322                                 | .673                                   | .967                                      |
| VAR00014 | 261.5000                            | 846.774                                 | .223                                   | .968                                      |
| VAR00015 | 261.5000                            | 836.129                                 | .474                                   | .968                                      |
| VAR00016 | 261.6875                            | 839.770                                 | .361                                   | .968                                      |
| VAR00017 | 261.6875                            | 829.641                                 | .494                                   | .968                                      |
| VAR00018 | 261.7500                            | 837.677                                 | .343                                   | .968                                      |
| VAR00019 | 261.6875                            | 833.770                                 | .523                                   | .968                                      |
| VAR00020 | 261.5938                            | 835.862                                 | .419                                   | .968                                      |
| VAR00021 | 261.6875                            | 835.125                                 | .398                                   | .968                                      |
| VAR00022 | 261.7188                            | 830.209                                 | .648                                   | .967                                      |
| VAR00023 | 261.6563                            | 836.297                                 | .520                                   | .968                                      |
| VAR00024 | 261.7500                            | 830.645                                 | .614                                   | .967                                      |
| VAR00025 | 261.7500                            | 833.290                                 | .658                                   | .967                                      |
| VAR00026 | 261.6875                            | 841.899                                 | .332                                   | .968                                      |
| VAR00027 | 261.5625                            | 827.093                                 | .777                                   | .967                                      |
| VAR00028 | 261.4688                            | 829.483                                 | .700                                   | .967                                      |
| VAR00029 | 261.5313                            | 843.805                                 | .398                                   | .968                                      |
| VAR00030 | 261.5625                            | 833.286                                 | .658                                   | .967                                      |
| VAR00031 | 261.5938                            | 837.926                                 | .430                                   | .968                                      |
| VAR00032 | 261.5938                            | 826.894                                 | .685                                   | .967                                      |
| VAR00033 | 261.5938                            | 826.894                                 | .685                                   | .967                                      |

|          |          |         |       |      |
|----------|----------|---------|-------|------|
| VAR00034 | 262.2813 | 826.531 | .582  | .968 |
| VAR00035 | 261.9063 | 829.894 | .604  | .967 |
| VAR00036 | 262.0000 | 842.968 | .272  | .968 |
| VAR00037 | 261.9375 | 831.028 | .609  | .967 |
| VAR00038 | 262.0938 | 857.120 | -.098 | .969 |
| VAR00039 | 261.9688 | 828.483 | .520  | .968 |
| VAR00040 | 262.1875 | 834.673 | .360  | .968 |
| VAR00041 | 261.9688 | 840.870 | .333  | .968 |
| VAR00042 | 262.2500 | 845.806 | .128  | .969 |
| VAR00043 | 261.8750 | 848.565 | .123  | .968 |
| VAR00044 | 261.8750 | 828.694 | .603  | .967 |
| VAR00045 | 261.6875 | 833.706 | .635  | .967 |
| VAR00046 | 261.7813 | 835.531 | .559  | .968 |
| VAR00047 | 261.6875 | 823.383 | .749  | .967 |
| VAR00048 | 261.8125 | 826.609 | .684  | .967 |
| VAR00049 | 261.7500 | 820.129 | .703  | .967 |
| VAR00050 | 261.6563 | 827.136 | .732  | .967 |
| VAR00051 | 261.9688 | 823.515 | .805  | .967 |
| VAR00052 | 261.8438 | 829.943 | .686  | .967 |
| VAR00053 | 261.8750 | 833.790 | .512  | .968 |
| VAR00054 | 261.7813 | 827.854 | .727  | .967 |
| VAR00055 | 261.8125 | 825.448 | .773  | .967 |
| VAR00056 | 261.8438 | 825.749 | .690  | .967 |
| VAR00057 | 261.6875 | 823.577 | .801  | .967 |
| VAR00058 | 261.7500 | 833.935 | .637  | .967 |
| VAR00059 | 261.9688 | 847.967 | .100  | .969 |
| VAR00060 | 262.0313 | 833.386 | .522  | .968 |
| VAR00061 | 262.0625 | 825.867 | .668  | .967 |
| VAR00062 | 262.1563 | 832.975 | .567  | .968 |
| VAR00063 | 262.2188 | 828.628 | .693  | .967 |
| VAR00064 | 261.8438 | 837.620 | .582  | .968 |
| VAR00065 | 261.5938 | 829.539 | .734  | .967 |
| VAR00066 | 261.6875 | 826.609 | .782  | .967 |
| VAR00067 | 261.7188 | 827.499 | .726  | .967 |
| VAR00068 | 261.8125 | 855.254 | -.049 | .969 |
| VAR00069 | 261.5938 | 833.668 | .680  | .967 |
| VAR00070 | 261.5000 | 832.710 | .805  | .967 |
| VAR00071 | 261.5000 | 834.323 | .643  | .967 |
| VAR00072 | 261.5625 | 831.157 | .729  | .967 |

|          |          |         |       |      |
|----------|----------|---------|-------|------|
| VAR00073 | 261.5313 | 836.386 | .601  | .968 |
| VAR00074 | 261.5000 | 832.000 | .646  | .967 |
| VAR00075 | 261.6250 | 829.016 | .711  | .967 |
| VAR00076 | 261.5000 | 839.613 | .536  | .968 |
| VAR00077 | 261.5625 | 838.770 | .655  | .968 |
| VAR00078 | 261.7500 | 832.387 | .688  | .967 |
| VAR00079 | 262.3750 | 864.306 | -.235 | .969 |
| VAR00080 | 261.6563 | 844.104 | .282  | .968 |
| VAR00081 | 261.7500 | 840.387 | .381  | .968 |
| VAR00082 | 261.7500 | 838.581 | .484  | .968 |
| VAR00083 | 261.5313 | 834.451 | .784  | .967 |
| VAR00084 | 261.5625 | 834.190 | .718  | .967 |
| VAR00085 | 261.7188 | 839.176 | .489  | .968 |
| VAR00086 | 261.5938 | 830.120 | .804  | .967 |
| VAR00087 | 261.5313 | 833.805 | .811  | .967 |
| VAR00088 | 261.6563 | 841.201 | .483  | .968 |
| VAR00089 | 261.5938 | 838.830 | .721  | .968 |
| VAR00090 | 262.3125 | 848.931 | .115  | .968 |
| VAR00091 | 262.0313 | 826.225 | .713  | .967 |

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| 0.968            | 91         |

|          |                     | Total |
|----------|---------------------|-------|
| VAR00001 | Pearson Correlation | .615  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00002 | Pearson Correlation | .556  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00003 | Pearson Correlation | .476  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00004 | Pearson Correlation | .480  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00005 | Pearson Correlation | .570  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00006 | Pearson Correlation | .494  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00007 | Pearson Correlation | .636  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00008 | Pearson Correlation | .376  |
|          | Sig. (2-tailed)     | .007  |
|          | N                   | 50    |
| VAR00009 | Pearson Correlation | .442  |
|          | Sig. (2-tailed)     | .001  |
|          | N                   | 50    |
| VAR00010 | Pearson Correlation | .397  |
|          | Sig. (2-tailed)     | .004  |
|          | N                   | 50    |

|          |                     | Total |
|----------|---------------------|-------|
| VAR00011 | Pearson Correlation | .330  |
|          | Sig. (2-tailed)     | .019  |
|          | N                   | 50    |
| VAR00012 | Pearson Correlation | .477  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00013 | Pearson Correlation | .627  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00014 | Pearson Correlation | .291  |
|          | Sig. (2-tailed)     | .041  |
|          | N                   | 50    |
| VAR00015 | Pearson Correlation | .614  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00016 | Pearson Correlation | .607  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00017 | Pearson Correlation | .469  |
|          | Sig. (2-tailed)     | .001  |
|          | N                   | 50    |
| VAR00018 | Pearson Correlation | .382  |
|          | Sig. (2-tailed)     | .006  |
|          | N                   | 50    |
| VAR00019 | Pearson Correlation | .151  |
|          | Sig. (2-tailed)     | .294  |
|          | N                   | 50    |
| VAR00020 | Pearson Correlation | .299  |
|          | Sig. (2-tailed)     | .035  |
|          | N                   | 50    |

|          |                     | Total |
|----------|---------------------|-------|
| VAR00021 | Pearson Correlation | .544  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00022 | Pearson Correlation | .338  |
|          | Sig. (2-tailed)     | .016  |
|          | N                   | 50    |
| VAR00023 | Pearson Correlation | .535  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00024 | Pearson Correlation | .721  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00025 | Pearson Correlation | .671  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00026 | Pearson Correlation | .379  |
|          | Sig. (2-tailed)     | .007  |
|          | N                   | 50    |
| VAR00027 | Pearson Correlation | .366  |
|          | Sig. (2-tailed)     | .009  |
|          | N                   | 50    |
| VAR00028 | Pearson Correlation | .635  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00029 | Pearson Correlation | .767  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00030 | Pearson Correlation | .674  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |

|          |                     | Total |
|----------|---------------------|-------|
| VAR00031 | Pearson Correlation | .652  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00032 | Pearson Correlation | .611  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00033 | Pearson Correlation | .597  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00034 | Pearson Correlation | .665  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00035 | Pearson Correlation | .454  |
|          | Sig. (2-tailed)     | .001  |
|          | N                   | 50    |
| VAR00036 | Pearson Correlation | .642  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00037 | Pearson Correlation | .648  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00038 | Pearson Correlation | .519  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00039 | Pearson Correlation | .286  |
|          | Sig. (2-tailed)     | .044  |
|          | N                   | 50    |
| VAR00040 | Pearson Correlation | .305  |
|          | Sig. (2-tailed)     | .032  |
|          | N                   | 50    |

|          |                     | Total |
|----------|---------------------|-------|
| VAR00041 | Pearson Correlation | .128  |
|          | Sig. (2-tailed)     | .377  |
|          | N                   | 50    |
| VAR00042 | Pearson Correlation | .312  |
|          | Sig. (2-tailed)     | .027  |
|          | N                   | 50    |
| VAR00043 | Pearson Correlation | .381  |
|          | Sig. (2-tailed)     | .006  |
|          | N                   | 50    |
| VAR00044 | Pearson Correlation | .233  |
|          | Sig. (2-tailed)     | .104  |
|          | N                   | 50    |
| VAR00045 | Pearson Correlation | .449  |
|          | Sig. (2-tailed)     | .001  |
|          | N                   | 50    |
| VAR00046 | Pearson Correlation | .444  |
|          | Sig. (2-tailed)     | .001  |
|          | N                   | 50    |
| VAR00047 | Pearson Correlation | .062  |
|          | Sig. (2-tailed)     | .670  |
|          | N                   | 50    |
| VAR00048 | Pearson Correlation | .295  |
|          | Sig. (2-tailed)     | .037  |
|          | N                   | 50    |
| VAR00049 | Pearson Correlation | .373  |
|          | Sig. (2-tailed)     | .008  |
|          | N                   | 50    |
| VAR00050 | Pearson Correlation | .353  |
|          | Sig. (2-tailed)     | .012  |
|          | N                   | 50    |

|          |                     | Total |
|----------|---------------------|-------|
| VAR00051 | Pearson Correlation | .363  |
|          | Sig. (2-tailed)     | .010  |
|          | N                   | 50    |
| VAR00052 | Pearson Correlation | .529  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00053 | Pearson Correlation | .644  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00054 | Pearson Correlation | .490  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00055 | Pearson Correlation | .359  |
|          | Sig. (2-tailed)     | .010  |
|          | N                   | 50    |
| VAR00056 | Pearson Correlation | .338  |
|          | Sig. (2-tailed)     | .016  |
|          | N                   | 50    |
| VAR00057 | Pearson Correlation | .497  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00058 | Pearson Correlation | .266  |
|          | Sig. (2-tailed)     | .062  |
|          | N                   | 50    |
| VAR00059 | Pearson Correlation | .507  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00060 | Pearson Correlation | .458  |
|          | Sig. (2-tailed)     | .001  |
|          | N                   | 50    |

|          |                     | Total |
|----------|---------------------|-------|
| VAR00061 | Pearson Correlation | .108  |
|          | Sig. (2-tailed)     | .456  |
|          | N                   | 50    |
| VAR00062 | Pearson Correlation | .437  |
|          | Sig. (2-tailed)     | .002  |
|          | N                   | 50    |
| VAR00063 | Pearson Correlation | .580  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00064 | Pearson Correlation | .182  |
|          | Sig. (2-tailed)     | .205  |
|          | N                   | 50    |
| VAR00065 | Pearson Correlation | .275  |
|          | Sig. (2-tailed)     | .054  |
|          | N                   | 50    |
| VAR00066 | Pearson Correlation | .579  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00067 | Pearson Correlation | .333  |
|          | Sig. (2-tailed)     | .018  |
|          | N                   | 50    |
| VAR00068 | Pearson Correlation | .534  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00069 | Pearson Correlation | .602  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00070 | Pearson Correlation | .420  |
|          | Sig. (2-tailed)     | .002  |
|          | N                   | 50    |

|          |                     | Total |
|----------|---------------------|-------|
| VAR00071 | Pearson Correlation | .378  |
|          | Sig. (2-tailed)     | .007  |
|          | N                   | 50    |
| VAR00072 | Pearson Correlation | .455  |
|          | Sig. (2-tailed)     | .001  |
|          | N                   | 50    |
| VAR00073 | Pearson Correlation | .471  |
|          | Sig. (2-tailed)     | .001  |
|          | N                   | 50    |
| VAR00074 | Pearson Correlation | .548  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00075 | Pearson Correlation | .519  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00076 | Pearson Correlation | .482  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00077 | Pearson Correlation | .500  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00078 | Pearson Correlation | .474  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00079 | Pearson Correlation | .677  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00080 | Pearson Correlation | .728  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |

|          |                     | Total |
|----------|---------------------|-------|
| VAR00081 | Pearson Correlation | .628  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00082 | Pearson Correlation | .600  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00083 | Pearson Correlation | .538  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00084 | Pearson Correlation | .180  |
|          | Sig. (2-tailed)     | .211  |
|          | N                   | 50    |
| VAR00085 | Pearson Correlation | .526  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00086 | Pearson Correlation | .640  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00087 | Pearson Correlation | .688  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| VAR00088 | Pearson Correlation | .336  |
|          | Sig. (2-tailed)     | .017  |
|          | N                   | 50    |
| VAR00089 | Pearson Correlation | .602  |
|          | Sig. (2-tailed)     | .000  |
|          | N                   | 50    |
| Total    | Pearson Correlation | 1     |
|          | Sig. (2-tailed)     |       |
|          | N                   | 50    |

## Item-Total Statistics

|          | Scale<br>Mean if<br>Item<br>Deleted | Scale<br>Variance<br>if Item<br>Deleted | Corrected<br>Item-Total<br>Correlation | Cronbach's<br>Alpha if<br>Item<br>Deleted |
|----------|-------------------------------------|---|--|---|
| VAR00001 | 272.3600                            | 447.500                                 | .600                                   | .956                                      |
| VAR00002 | 272.3600                            | 449.745                                 | .541                                   | .956                                      |
| VAR00003 | 272.4600                            | 451.437                                 | .459                                   | .956                                      |
| VAR00004 | 272.5000                            | 451.847                                 | .463                                   | .956                                      |
| VAR00005 | 272.4000                            | 446.286                                 | .550                                   | .956                                      |
| VAR00006 | 272.5200                            | 450.949                                 | .477                                   | .956                                      |
| VAR00007 | 272.2800                            | 444.696                                 | .618                                   | .956                                      |
| VAR00008 | 272.6400                            | 450.398                                 | .348                                   | .957                                      |
| VAR00009 | 272.4200                            | 449.800                                 | .418                                   | .957                                      |
| VAR00010 | 272.6400                            | 451.868                                 | .375                                   | .957                                      |
| VAR00011 | 272.4400                            | 452.374                                 | .304                                   | .957                                      |
| VAR00012 | 272.4200                            | 450.249                                 | .458                                   | .956                                      |
| VAR00013 | 272.5000                            | 448.990                                 | .614                                   | .956                                      |
| VAR00014 | 272.7600                            | 453.982                                 | .265                                   | .957                                      |
| VAR00015 | 272.5200                            | 449.602                                 | .601                                   | .956                                      |
| VAR00016 | 272.5200                            | 448.622                                 | .592                                   | .956                                      |
| VAR00017 | 272.6400                            | 449.500                                 | .447                                   | .956                                      |
| VAR00018 | 272.6600                            | 454.515                                 | .366                                   | .957                                      |
| VAR00019 | 272.6600                            | 457.984                                 | .129                                   | .957                                      |
| VAR00020 | 272.4000                            | 455.224                                 | .279                                   | .957                                      |
| VAR00021 | 272.2800                            | 449.553                                 | .527                                   | .956                                      |
| VAR00022 | 272.6000                            | 453.878                                 | .317                                   | .957                                      |
| VAR00023 | 272.5600                            | 448.129                                 | .516                                   | .956                                      |
| VAR00024 | 272.2800                            | 445.757                                 | .710                                   | .956                                      |
| VAR00025 | 272.4600                            | 448.702                                 | .660                                   | .956                                      |
| VAR00026 | 272.5800                            | 452.167                                 | .357                                   | .957                                      |
| VAR00027 | 272.6600                            | 451.821                                 | .341                                   | .957                                      |
| VAR00028 | 272.5400                            | 450.988                                 | .625                                   | .956                                      |
| VAR00029 | 272.6200                            | 442.649                                 | .755                                   | .956                                      |
| VAR00030 | 272.6400                            | 445.337                                 | .660                                   | .956                                      |
| VAR00031 | 272.3600                            | 446.684                                 | .637                                   | .956                                      |
| VAR00032 | 272.2800                            | 448.124                                 | .596                                   | .956                                      |
| VAR00033 | 272.3400                            | 448.760                                 | .582                                   | .956                                      |
| VAR00034 | 272.4200                            | 448.208                                 | .653                                   | .956                                      |
| VAR00035 | 272.5200                            | 449.071                                 | .431                                   | .956                                      |
| VAR00036 | 272.4600                            | 449.233                                 | .630                                   | .956                                      |
| VAR00037 | 272.6000                            | 448.286                                 | .635                                   | .956                                      |

|          |          |         |      |      |
|----------|----------|---------|------|------|
| VAR00038 | 272.6800 | 446.793 | .496 | .956 |
| VAR00039 | 272.6800 | 454.059 | .261 | .957 |
| VAR00040 | 272.9400 | 453.568 | .279 | .957 |
| VAR00041 | 272.8600 | 458.817 | .108 | .957 |
| VAR00042 | 272.8200 | 453.783 | .288 | .957 |
| VAR00043 | 272.8600 | 450.735 | .355 | .957 |
| VAR00044 | 272.6400 | 456.888 | .214 | .957 |
| VAR00045 | 272.7200 | 454.900 | .437 | .957 |
| VAR00046 | 272.8600 | 452.245 | .427 | .956 |
| VAR00047 | 273.2600 | 459.543 | .028 | .958 |
| VAR00048 | 273.0800 | 453.300 | .268 | .957 |
| VAR00049 | 273.0400 | 452.325 | .351 | .957 |
| VAR00050 | 272.9000 | 454.296 | .335 | .957 |
| VAR00051 | 273.1000 | 452.378 | .339 | .957 |
| VAR00052 | 272.7800 | 448.420 | .510 | .956 |
| VAR00053 | 272.8000 | 444.327 | .627 | .956 |
| VAR00054 | 272.8400 | 449.239 | .470 | .956 |
| VAR00055 | 272.6800 | 453.283 | .338 | .957 |
| VAR00056 | 272.9800 | 452.061 | .311 | .957 |
| VAR00057 | 272.4400 | 449.966 | .479 | .956 |
| VAR00058 | 272.8000 | 454.653 | .241 | .957 |
| VAR00059 | 272.6600 | 452.351 | .493 | .956 |
| VAR00060 | 272.6200 | 452.404 | .442 | .956 |
| VAR00061 | 272.8800 | 458.802 | .084 | .957 |
| VAR00062 | 272.6200 | 452.812 | .420 | .957 |
| VAR00063 | 272.5200 | 451.438 | .568 | .956 |
| VAR00064 | 272.7200 | 457.185 | .159 | .957 |
| VAR00065 | 273.2200 | 453.114 | .244 | .957 |
| VAR00066 | 272.6000 | 448.653 | .563 | .956 |
| VAR00067 | 272.7400 | 453.135 | .309 | .957 |
| VAR00068 | 272.4200 | 448.942 | .516 | .956 |
| VAR00069 | 272.4400 | 447.598 | .586 | .956 |
| VAR00070 | 272.5400 | 453.519 | .404 | .957 |
| VAR00071 | 272.5400 | 452.947 | .357 | .957 |
| VAR00072 | 272.6400 | 451.990 | .437 | .956 |
| VAR00073 | 272.4800 | 451.765 | .454 | .956 |
| VAR00074 | 272.6400 | 450.113 | .532 | .956 |
| VAR00075 | 272.2800 | 450.083 | .502 | .956 |
| VAR00076 | 272.3200 | 451.038 | .464 | .956 |
| VAR00077 | 272.2800 | 450.491 | .482 | .956 |
| VAR00078 | 272.3000 | 451.112 | .456 | .956 |

|          |          |         |      |      |
|----------|----------|---------|------|------|
| VAR00079 | 272.4000 | 447.714 | .665 | .956 |
| VAR00080 | 272.3800 | 446.444 | .717 | .956 |
| VAR00081 | 272.5000 | 447.847 | .614 | .956 |
| VAR00082 | 272.4200 | 448.412 | .584 | .956 |
| VAR00083 | 272.4600 | 450.172 | .522 | .956 |
| VAR00084 | 272.8600 | 455.960 | .148 | .958 |
| VAR00085 | 272.4600 | 451.396 | .511 | .956 |
| VAR00086 | 272.6600 | 446.596 | .625 | .956 |
| VAR00087 | 272.6200 | 445.628 | .674 | .956 |
| VAR00088 | 272.8200 | 452.722 | .312 | .957 |
| VAR00089 | 272.5000 | 446.500 | .585 | .956 |

#### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .957             | 89         |





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
**UNIVERSITAS NEGERI YOGYAKARTA**  
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**PERMOHONAN IJIN SURVEY/OBSERVASI/PENELITIAN**

Kepada Yth : Kepala Lembaga Pendidikan Homeschooling Kak Seto Solo  
Alamat : Jl. Cocak I, No. 04, Sidorejo, Mangkubumen Banjarsari, Jawa Tengah  
Kota : Solo

**Peserta Survey/Observasi/Penelitian**

Nama : Indah Sulistian  
No. Mahasiswa : 13803241083  
Jurusan : Pendidikan Akuntansi  
No. Telp : 089 631 752 074  
Jml. Peserta : 1  
Nama Mata Kuliah : Tugas Akhir Skripsi

Judul Makalah untuk mata kuliah Tugas Akhir Skripsi:  
“The Assessment of Customer Satisfaction at Homeschooling Kak Seto Solo”

Mengetahui,

Dosen Pembimbing

Pemohon

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